

**SAFETY**

JANUARY 1957

Two Sections • Section One

# *Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



SNOW TIME

## EDITOR'S NOTEBOOK . . .

There's something exciting about a new year. Even though there are no new plans to be made specifically, one always approaches the new year with a certain eagerness—an eagerness to see what new events the year ahead will bring, what projects one has started in the past will produce the results expected, how one will succeed in keeping the one or two new resolutions that have been made, and which, this year, one really intends to carry out!

We on SAFETY EDUCATION Magazine are full of plans for the year ahead. One of the most important and valuable plans, we believe, is to bring you a series of suggested lesson units devoted specifically to the National Safety Council's *Back the Attack on Traffic Accidents* program. The first of these units you will see in the February issue. Plans also include more articles on what individual schools are doing in various phases of safety, as well as background material on vital current subjects in safety education today that should help you continually add to and improve your safety programs.

This issue itself is designed to help you start out the new year on the right foot. It starts right out with two articles intended to help those educators who are interested in securing legislation for state financial support for driver education in their states. The articles, one by Ivan Eland on page two, the other by Forest Noffsinger on page four, are designed not as "how to do it" outlines but merely as guides to your own thinking.

The importance of year-round fire safety education is dramatically emphasized in the report on page six by the Fire Safety Education Activities Committee of the School and College Conference. It describes a survey on fire safety educational activities in school systems throughout the U. S., may cause you to re-evaluate your program on fire safety education.

Your questions on student accident reporting have been answered in *Using Standard Student Accident Reports*, on page 13. Accident reports have an indispensable role in evaluating your safety program, finding the weak spots and placing emphasis where it's needed most.

We would like to point out for your special interest the data sheet on pages 18 through 24, *Safety in Bad Weather Conditions*. Written by Lonnie Gilliland, safety education director for the Oklahoma City Public Schools, it is a complete guide for educators on how to prepare for emergencies of weather which happen when schools are open, should be a ready help to those areas of the country threatened by tornadoes, hurricanes, blizzards and flash floods.

To your new year, then, your success in safety education, and the continued safety of the children in your care—we direct this issue of SAFETY EDUCATION. May you have a good and satisfying new year!

BEVERLY THOMPSON

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Contents of SAFETY EDUCATION  
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Index."

# S A F E T Y

## Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVI No. 5 Section One

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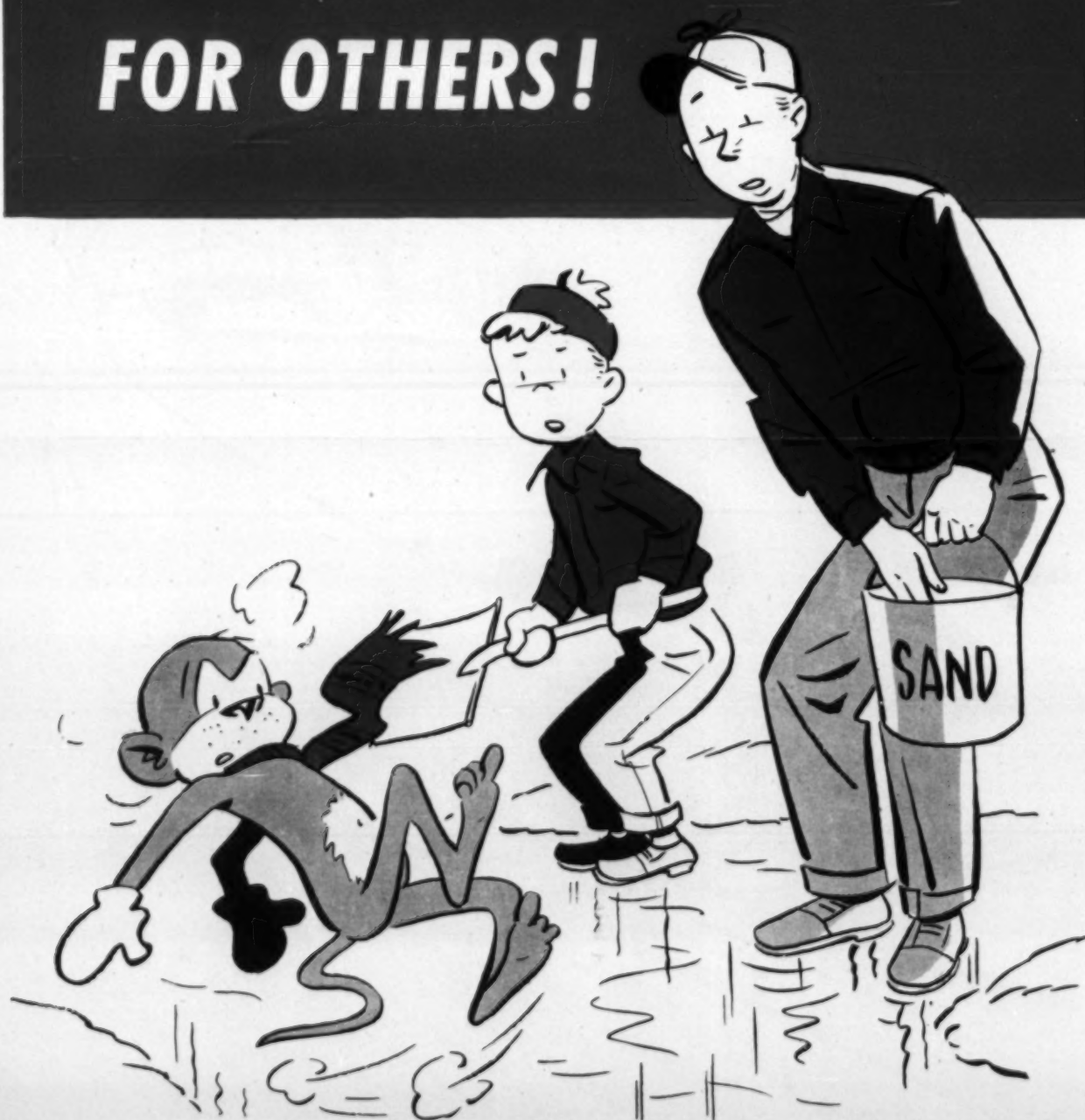


Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1936, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1956, by the National Safety Council. Printed in the U.S.A. Subscription price \$3.50 a year. Reduced prices for quantity orders.

*Watchy says:*

**MAKE IT SAFE  
FOR OTHERS!**





# DANGEROUS THRILLS - DEADLY SPILLS



# Need Help?

... in developing legislation  
for state aid for driver education?

NSC's driver educators studied problems some of them have encountered in setting up state-reimbursed driver education programs, present here suggested guideposts for those who plan such programs for their states in the future . . .



*By Ivan L. Eland  
Staff Representative  
Driver Education Section  
National Safety Council*

**T**HE growing traffic accident rate cries out to the people in education to expand, promote and upgrade driver education in our high schools. Leaders in the field of driver education have predicted that state financial support will bring better quality courses to more than 12 million high school students during the next ten years.

I think everyone is aware of the amount of interest, throughout the country, in state financial support for driver education. At the present time there are seven states which provide this assistance, and at least 10 to 15 others will probably introduce, if not pass, such legislation during 1957. This is only the beginning of a movement to make driver education available to every U. S. high school student.

## **Suggested Guideposts for Persons Interested in the Development of Legislation Relating to State Reimbursement for Driver Education**

In recognition of the increasing efforts toward enacting legislation for the purpose of financing driver education, the following suggestions have been prepared for assistance in drafting such legislation. These suggestions emanate from the experience of those states which are operating

Members of the National Safety Council's Driver Education Section, of almost 2,000 driver education, teachers and supervisors, foreseeing the movement toward state support of driver education, appointed a committee in 1955 to study the problem and prepare model legislation to guide states interested in proposing and passing legislation.

States which had already passed legislation on financing driver education would have suggestions to others who are in the process of passing such legislation, it was reasoned. In order to take advantage of both the good and bad experiences of these states, the committee was composed of key people in the states, as well as driver educators from other states interested in passing such legislation.

After studying the problems for almost a year, the committee came up with a group of suggestions for states planning to pass some type of driver education financing legislation. These suggestions are intended as a *guide*, not as concrete proposals, for legislation in your state.

under a subsidy provided for by state statutes.

The recommendations relate only to legislation providing aid for a complete course in driver education as defined by the National Education Association in *Policies and Practices for Driver Education*.

### **I. Principals Which Should Guide the Drafting of Legislation**

- ▶ Classroom courses in driver education should be financed from the same source and in the same manner as classroom

courses in other subject fields.

- ▶ Legislation should provide reimbursement to make it possible for every public high

school to offer driver education to all eligible students.

- ▶ The formula for distribution of funds to school districts should be contained in the law. A complete course of driver education should be required to qualify school districts for reimbursement under this formula.

- ▶ Legislation should provide for articulation between the driver education program and the driver licensing procedures.

- ▶ The law should authorize the State Board of Education to determine the rules and regulations, including instructional standards, teacher qualifications and the administration of the program.

## II. Policies and Procedures to be Determined by the State Board of Education

The State Board of Education should:

- ▶ Provide for teacher certification with a future date for compliance (grandfather clause);
- ▶ Set minimum classroom and practice driv-

ing time requirements;

- ▶ Adopt a State Course of Study;
- ▶ Prescribe type of cars and equipment used;
- ▶ Adopt the procedure by which schools will be reimbursed.

## III. Factual Data — Methods of Securing Funds and Making Reimbursement in States Now Providing Subsidy

State	Year Plan Initiated	Aid to High Schools	Method of Financing
Pennsylvania	1951	Maximum of \$10 per trained pupil, and state funds for teacher's salary based on Average Daily Attendance.	\$2 increase on learner's fee.
California	1953	75 per cent of the excess cost, not to exceed \$30 per pupil.	Separate law provides a penalty assessment of \$1 for every \$20 of traffic fine (or fraction thereof).
Louisiana	1955	Fifty-fifty matching with a maximum of \$15 state aid.	By general appropriation.
Maine	1955	First year—\$10 per trained student. Second year—subsidy aid, up to 25 per cent of teacher's salary based on Average Daily Attendance.	By general appropriation.
Florida	1955	Car allowance, small student allowance and teacher compensation based on Average Daily Attendance.	25¢ added to annual operator's license fee.
Michigan	1955	Up to \$25 per trained student.	\$1 added to each driver's license fee (every three years), 35¢ added to the annual chauffeur's license fee.

*Note: In Delaware, the program is financed by the State Department of Education.*

Members of the committee who prepared this report for the Driver Education Section are: C. Wesley Dane, Indiana; Dr. Forest Noffsinger, Northwestern University; Cecil G. Zaun, Los Angeles; Malcolm Whale, Michigan; Edward R. Klamm, Allstate Insurance Company; Ivan J. Stehman, Pennsylvania; Amos E. Neyhart, Pennsylvania; and Marland Strasser, Association of Casualty and Surety Companies.

By **Forest Noffsinger**  
Traffic Institute  
Northwestern University  
Evanston, Illinois

SOME questions that must be answered before a successful program of state financial aid for driver education is provided were listed by Dr. Forest Noffsinger, Traffic Institute Training Division, Northwestern University, in a talk before the driver education sessions of the National Safety Congress.

Mr. Noffsinger made no attempt to discuss the solution to these problems or indicate the decisions that should be made with respect to them. He merely intended to bring them out, for answers to them must be sought in working out a program of state financial aid for driver education.

1. Suppose someone starts a boom for subsidy legislation in your state. What's the first thing that must be considered by state education department officials?
2. Assume that every eligible high school student in the state is to be included in the program. How many is that?
3. What will it cost *per student* to give proper training?
4. What will be the total annual cost?
5. How will this cost vary over the years?
6. In terms of setting up the mechanics of the program, how much of the total cost can we be prepared to use effectively the first year, the second year and for each succeeding year of the long-range program? (This is the only way we can go to the legislature to ask for funds to be appropriated for this purpose.)
7. As to the degree to which local schools will be reimbursed for driver education programs, will the entire cost be subsidized?
8. Will a certain stated amount *per student trained* be paid?
9. Will the amount paid be on some formula basis?

10. Or will the amount paid be calculated on the formula already existing for other subject areas?

10. Will the reimbursement be only for teacher's salary, or will it include funds for driver training cars, psychological testing devices, preparation of offstreet training areas, laboratory facilities in existing or proposed new buildings?

11. Will any funds be available for the supervision of the driver education program or for the in-service training of teachers?

12. In small school rural areas, how will economy of instruction be accomplished, and what effect will such scheduling arrangements have on cost?

13. Will any part of the state subsidy be provided for the administration and supervision of the program by the State Department of Education?

14. Will money be available to provide state courses of study, to purchase films for loan to schools, for salaries and travel of those directing and supervising the program?

15. Will funds provide for needed research and experimentation?

16. What about teacher training institutions?

17. Will they be given funds to supplement the budget already allotted to other areas?

18. Will they be given money to expand their teaching staff and facilities so that they can prepare personnel to man the program in the schools?

19. Will this program of training include funds for in-service training of teachers to meet whatever effective deadline date is set up in legislation?

20. To what extent will provisions be made to make the teacher training program a continuing and upgrading one?

21. Shall the source from which the funds are to be derived be by increasing the fee for learner's permits, increasing the fee for a driver's

(Continued on page 18)

## Some Questions That Must Be Answered . . .

. . . by those formulating possible driver education legislation, as asked by the author at the National Safety Congress.



Wauwatosa safety council officials worked with school people in this bustling suburb of Milwaukee to bring safety to the children in a new type of poster contest, says

**Mrs. Ivan Weinstein**

Chairman  
Wauwatosa Municipal Safety Council  
Wauwatosa, Wisconsin



## A Prize for Every Poster!

A POSTER contest with a slightly different twist—everyone who participates is awarded a prize—is the idea of the Wauwatosa Municipal Safety Council to stimulate safety thinking in the public elementary schools of Wauwatosa, Wisconsin.

Of course, in order to make it a true contest, top prizes are awarded, but every child who enters is given a pencil with a safety message written upon it. Top prizes are first, second and third, and also a first, second and third prize in the honorable mention classification is awarded. The winning artists are given blue ribbons for their work, which is later placed on display at the public library, at meetings of the Parent-Teachers Association and also at school.

The contest is conducted in one school at a time. Children are allowed to base the ideas for their posters on any safety subject they wish to portray. Judges for the Safety Council are Miss Mayble Holland, art supervisor for Wauwatosa public schools and Edgar Bark, municipal judge.

So far this year, children in three elementary schools and the junior and senior high schools in Wauwatosa have been entrants in the contest, and plans are being made to carry on this program in every elementary and parochial school in the city. Solidly behind the contest is Wauwatosa school superintendent Eugene G. Burnkrant, who has given his support by co-

operating in every way with Safety Council officials.

Children in Wauwatosa are in the habit of crossing the railroad tracks to enter a public park which sprawls along the railroad right-of-way. It is a project of the Safety Council to have a foot bridge installed over the tracks for the children to cross on their way to the park. Many of the posters have carried this theme, but children have gone into other safety areas too, and are designing posters on home safety, bicycle and kite safety as well as phases of traffic safety.

Not only students with art ability are encouraged to enter this contest. Every student enters—and every poster is used in Wauwatosa's safety program.

Two of the posters that won prizes at Fisher Elementary School in Wauwatosa are shown below. Children decided by themselves what subjects and ideas they wanted to portray.





*Disastrous fires like this one cause thousands of deaths annually. They can be prevented through fire safety education that is stressed all year-round.*

# Your Fire Safety Education Program May Be Inadequate

It is in many cities, a survey by the  
Fire Safety Education Activities  
Committee of the Safety Education  
Supervisors Section found. Read  
this report and grade your own fire safety  
program against the average . . . and  
what it should be  
for ultimate fire safety.

**By the Fire Safety Education  
Activities Committee  
Safety Education  
Supervisors Section  
Fithian S. Faries, Chairman**

**W**HAT are you and I doing about year-around fire prevention education?

More than 6,000 people die every year in accidents caused by fire and explosions of combustible material. In 1954, the most recent figures available, there were 5,300 fires in the buildings of schools and colleges. These fires caused a loss of \$24,950,500!

Isn't that enough to convince safety education supervisors that there is a definite need for fire prevention educational activities throughout the year rather than just a concentration of activities during Fire Prevention Week?

With the facts before it, the Fire Safety Education Activities Committee of the Safety Education Supervisors Section of the National

Safety Council was charged with the responsibility of finding out exactly the what, why and how of fire safety education in the public schools of the United States.

Early in 1956, a questionnaire was prepared and sent to nearly 500 safety supervisors. Questions about Fire Prevention Week activities were purposely omitted because the Committee felt that everyone participates in this observance. What the committee wanted most to know was what safety educators are doing the remaining 35 weeks of the school year to stress fire safety education.

Although returns from the questionnaire were disappointing (only 20 per cent of those who received questionnaires returned them), still they did give a glimpse of what is going on in the nation's schools all year around in fire safety education.

There were seven leading questions, and the answers should be revealing and interesting to all of us who are officially concerned with the fire safety knowledge, habits and training of the pupils in our schools. Some of the questions asked were: What are our goals in fire safety education? What are specific protective activities carried on? How do we teach fire safety? How could our fire safety education be expanded? Are statistics taken of accidents to pupils which are a result of fire?

In order to give you a more complete picture of returns to the survey, we have listed the questions and answers we received, with an evaluation of what the over-all survey showed. Perhaps they will give you a real insight in to your own fire safety education program and its goals; at any rate, they indicate what a group of safety education supervisors is currently doing in fire safety education.

The questions, with their answers, were as follows:

1. *What are the objectives of fire safety education activities in your school system?* Of the objectives listed by answering supervisors, those below were mentioned by most of them:

- ▶ To create an awareness of fire hazards;
- ▶ To educate pupils and teachers to evacuate a building quickly and quietly;
- ▶ To develop an awareness of the need for fire safety in everyday living;
- ▶ To eliminate many existing fire hazards;
- ▶ To present a Fire Prevention Week program.

Percentages drawn from the replies are noteworthy. More than 58 per cent of the reporting supervisors listed "building a consciousness of fire hazards and their prevention" as their school's main objective in fire safety education. Thirty-three per cent mentioned "educating pupils and teachers to evacuate a building quickly and quietly" as one of their main objectives. Surprising as it may seem, 16 per cent listed the need for putting on a program during Fire Prevention Week as one of the objectives of their fire safety program. Is it possible to believe that many of us do not have a fire safety program other than that which comes during Fire Prevention Week? Ten per cent of those who answered did not list any objectives at all.

Fire waste cannot be replaced. Lives lost as a result of fire cannot be brought back. In the light of the vast amount of property and life

that is destroyed by fire, we, as supervisors, should be interested in a program that will prevent injury, loss of life and property damage. We must develop in the individual those habits and skills which will aid him in safeguarding himself and others.

2. *Cite examples of fire safety activities demonstrated within your school system (excluding Fire Prevention Week.) If teaching units are included in the course of study, please send copies of the material to us.*

Of the replies tabulated, the following were received in greatest number:

- ▶ monthly fire drills (43);
- ▶ class instruction integrated in various subject matter fields such as science, social science, health and safety (32);
- ▶ demonstrations by fire departments (25);
- ▶ Fire Prevention Week activities (22);
- ▶ audio-visual materials (21);
- ▶ field trips to the fire department (19);
- ▶ poster contests (19);
- ▶ inspection of buildings (19).

Knowing how to get out of a burning building is required knowledge in all states; however, something else is needed if we are to reduce the number of fires and victims of fires. Twenty-two per cent of the returns actually listed Fire Prevention Week as an example of their fire safety activities although the questionnaire definitely stated that this activity was to be excluded.

Many other good activities were mentioned. Among these: the junior fire marshal program, field trips, inspections of the building on a regular schedule, fire safety committees and forest fire prevention education. Twenty-two supervisors sent in materials they use in their fire safety programs. These materials consisted of curriculum bulletins aimed at seasonal fire safety activities, state bulletins with correlation of fire safety and subject matter fields, fire drill codes, Fire Prevention Week materials, general fire safety bulletins and work units.

Several cities showed evidence here of an excellent, year-round fire program.

3. The third question involved *protection activities*, which were tabulated in the order of their importance in the individual school system's fire prevention program, as (1) fire drills, (2) inspections, and (3) posting of rules.

Public building, home, school, motor vehicle, outdoor, farm, and industrial locations were considered in that order of importance in the fire safety plans described by the supervisors, as

(Continued on next page)

#### THE FIRE SAFETY EDUCATION COMMITTEE

... is composed of the following members: Fithian S. Faries, chairman, Lexington, Kentucky; Lois Esterbrook, Los Angeles, California; Norman J. Gore, Decatur, Illinois; Ralph Stinson, Topeka, Kansas; Rev. William J. Franer, Cincinnati, Ohio; and Mary May Wyman, Louisville, Kentucky.

location of school systems in these various environments influenced the fire safety education program to some extent.

Learning experiences listed indicate a wide use of films but little use of demonstrations. In order of their importance, learning experiences were watching films, reading, presenting programs, conducting inspections, problem solving, memorizing, excursions and demonstrations.

4. *In your opinion, how could your fire safety education activities be expanded?*

Fifteen of the returns stated definitely that their program could not be improved. While



Children in one U. S. elementary classroom file out for fire drill. In many school systems, fire drills are almost the only fire safety activity, other than Fire Prevention Week activities.

14 others were just as positive, they felt there was a definite need for more building inspection participation on the part of the students themselves, and for students to be able to recognize fire hazards and help eliminate them. Ten returns stated there was a need for a definite program at all levels. Four supervisors felt the answer to their program was the appointment of a fire activities coordinator between the fire department and the local schools, and this has been accomplished in one reporting school system.

5. *What is the timing of fire safety education activities?*

Almost half of the reported fire activities are held very early in the school year. Twenty-one listed only monthly fire drills as their fire safety activities, except during Fire Prevention Week. Eighteen maintained that Fire Prevention Week was their only fire activity program. Seasonal and holiday fire safety programs were listed 22 times, summer vacation fire safety almost as often, usually from states which contain large national forests.

6. *Do you record statistics on accidents to*

*your pupils resulting from fire?* Of the reporting supervisors, 70 maintain records of fire injuries happening while at school and did not keep them for any other time, and 32 kept records of fire injuries that occurred elsewhere. If the reporting supervisors used the National Safety Council's accident report forms, they would have a record of all accidents that result from fire, regardless of when or where the injury happened.

7. *If question six is answered yes, please send us a copy of your most recent report.* All supervisors who complied with this request sent in an accident report form adopted from the National Safety Council's Standard Student Accident Report Form. Several expressed relief that they did not have to record accidents of this nature!

What has the questionnaire revealed of the what, why and how of year-round fire safety education?

It has definitely proved that during Fire Prevention Week, we are doing an excellent job of teaching fire prevention and safety. But it seems that most of our activities and concentration are during this period. Our efforts the remaining 35 weeks of school are of an incidental nature.

*Are we, as supervisors of safety education, going to be content to sit back and let this tremendous waste of life and resources continue—or should we try to do something about it?*

The questionnaire also revealed that many supervisors consider monthly fire drills to be an adequate fire prevention program. Is this good? It is good to be able to evacuate a building, but some thought should be given to preventing and eliminating the hazards that cause fires, as well.

We may be faced, some day, with a huge conflagration that will arouse the entire community to the fire safety education program in the school system. Can we afford to wait for something like this?

We must develop in the individual those habits and skills which will aid him in safeguarding himself as well as those around him. We should accomplish this by integrating fire safety education into many different course offerings in our schools. We must improve our screening and use of free and inexpensive materials, and we must constantly evaluate and expand our program of safety education so that it is of maximum effectiveness in minimizing the toll of fire●



Screen star Dale Evans had a lot to say to teen-agers about safety, and they listened. Though words alone can't convey the feeling with which Miss Evans spoke these words to the teen-age 4-H and Future Farmers of America representatives attending the Congress, we have re-printed them here for your teen-agers to read. We suggest you include them in your school paper or as a reading at a general school assembly.

**I**T'S such a thrill to see teen-agers and young people interested in safety. Because there are, of course, a lot of teen-agers *not* interested in safety.

I have three teen-agers myself. I have one 16, one almost 16, and one 13, so naturally I am really interested in this age group of boys and girls.

Roy and I first became interested in national safety because we made so many trips to hospitals and saw children who were burned and hurt by needless accidents . . . We had a thing happen in Los Angeles that really rocked me. Have any of you ever seen Lucky Hayden in pictures? He had a girl, 16 years old—she was so pretty! She had just received her driving instruction permit, and her mother shouldn't have let her drive without a grown-up in the car, but she did. It was about midnight, and she was coming home from visiting her girl friend. She was going through a light that was blinking—a yellow light—and she didn't stop. Another car hit her broadside. It threw her to the pavement, and she was killed.

You talk about safety being dull. Well, it's not dull when it happens to you. When a thing

like that happens to you, it's stark tragedy. And we want to prevent it.

We have so much in this country to enjoy. Honestly, we have the greatest country in the world. And I believe the reason for this is that our country honors God, it serves God, and we have a democratic way of life.

We have so many blessings! We have the three freedoms most countries would love to have: freedom of speech, of the press, of religion. We want to protect those freedoms. We want to enjoy them. And one way to enjoy them is to keep ourselves safe—to observe rules.

I think God knew we'd have to have rules. That's why he gave us the Ten Commandments. It's impossible to live without rules of some kind. I think he gave us rules so that we might enjoy what he has given us to enjoy, to live out the span he intended us to live, to fulfill the destiny for which he intended us.

We need you, boys and girls. We need you real bad. There are some important decisions coming, and you are going to have to be cool-headed. You are going to have to think straight. And there is no better way to learn to think straight than to learn to obey rules.

I tell my girls that. I say, "Listen, don't obey me just for *my* sake. Obey me because *God* said to obey your parents. And God said to obey the rules of society and men of authority."

Do keep interested in safety—because it will be a better world, if you do, and you will enjoy it. God meant you to ●



## For Teen-Agers: Here Are Some Tips from Dale Evans



*Diploma star means perfect attendance for little Mark Sprav. Police Chief Victor Adcock praises him for it.*

## "Safety Town" in Sandusky

The Rotary Club of Sandusky, Ohio, built "Safety Town" so that pre-schoolers could become traffic-wise before starting school.

*These are the men who make Safety Town go. Left to right, they are: Ray Balon, school principal and Safety Town director; Rotarian Lester G. Parker, originator of the project; Victor Adcock, police chief; and Carl Mackey, superintendent of Sandusky Public Schools.*



IT WAS vacation time, and the schools of Sandusky, Ohio, a resort and industrial community of 30,000 people on Lake Erie, were closed. Yet Osborne Grammar School was a busy place, with children attending regular daytime classes taught by paid instructors. From one room came a chorus of little voices, singing:

"Let the ball roll, let the ball roll. It has to stop somewhere, you know. Often a truck flattens the ball and makes it look like an egg. Though you can get many a ball, you never can get a new leg."

In another room, busy youngsters with crayons, seated at tot-sized tables, drew colorful pictures of a traffic light, and listened to their teacher tell a story that made the importance of being careful very real. Outside, on a black-topped area with brightly painted streets and sidewalks and toy-sized homes, other five- and six-year-olds followed instructions given by group supervisors. These classes had a touch of real fun about them!

Though having fun is a planned part of this



*Above: A traffic light, how it works and what it means, is explained to the children by one of the teachers.*

*Above right: The children hear a story from their teacher in which safety plays an important part.*

*Right: Under the guidance of their teacher, the children draw safety posters.*

**By Robert A. Placek**

*Reprinted courtesy of THE ROTARIAN*

schooling, its purpose is grimly serious: the saving of children's lives by giving them pre-school instruction designed to develop good safety habits and attitudes. The school, called Rotary Safety Town, held its first classes this past summer and graduated 380 children now attending kindergarten in Sandusky public and parochial schools. As they go from their homes to school and back, these first "grads" are putting into practice the valuable lessons they learned from this Rotary-sponsored project.

The miniature village all started in the mind of Lester G. Parker, a tall, energetic Rotarian. Driving to work one day, he heard a news commentator tell about a safety program for pre-school children in nearby Mansfield. He decided to find out more about it.

His inquiries brought two members of the Mansfield police department to Sandusky to explain their city's Safety Town. The result: Sandusky Rotary decided to build a Safety Town, and Dr. Parker shouldered the responsibility of raising the cost—\$4,000. From the Club treasury came \$1,000; the balance was met by members contributing \$35 each.

The money was turned over to the school department to buy equipment and hire teaching personnel. Raymond T. Boloñ, Osborne School principal and Sandusky's recreation director, became director of Safety Town. For his staff, he hired nine certified teachers. Future operation of Safety Town will be carried on by the City Recreation Department in cooperation



with the Sandusky school system. Rotary will foot the bills.

To be eligible, a youngster must be on the rolls to attend kindergarten the next school term. Approximately 600 were eligible last summer, and nearly 400 came—a percentage that made everyone connected with the project pleased. Parents receive registration cards for their children; all they are asked to pay is 75 cents a week bus fare.

Traffic experts approve the new program solidly, and parents like it, too. And two other Ohio Rotary Clubs are among groups with similar projects.

Maybe the Rotary in your town, or some other local civic group, would be interested in backing a "Safety Town" for pre-schoolers. Now is the time to get started on a project like this●

*Below: It's graduation day! Mayor Richard B. Fuller presents a diploma to one of the tiny graduates.*



# Meet Them at the Fair!



*Giving psycho-physical tests and safety material to people who passed this driver education booth at the Illinois State Fair were, standing, left to right, high school students Bob Enrietto and Bob Rutledge; Carl Rohr, Chicago Motor Club, and George Mathis, Office of Public Instruction. Student Royce Lovelace is seated in front of Rohr and Mathis.*

This driver education exhibit at the Illinois State Fair started out slowly three years ago. How it has been developed into a great success is told here by the man responsible for that success . . .

**George P. Mathis**  
Assistant Superintendent  
Office of the Supt. of Public Instruction  
Springfield, Illinois

**T**HERE are a great many people in Illinois today who are wiser about their driving skills and habits than they were a year ago.

The reason is the third annual Driver Education Exhibit, held as a part of the over-all School Educational Exhibit Program at the 1956 Illinois State Fair.

The exhibit, manned by driver education students from the Springfield, Lincoln, and Pleasant Plains, Illinois, high schools, featured psycho-physical testing equipment, a continuous showing of traffic safety films, a general "browsing room" full of safety materials for teachers who wished to inspect all the material available, and free distribution of traffic safety materials from the booth.

An additional feature called the attention of Illinois citizens to the status of driver education in their state. A large map of Illinois mounted on the wall and covered with pins to indicate the schools offering driver education in the state, was a most important part of the exhibit.

The exhibit, we feel, "put over" the story of driver education to a fairly large segment of the population in a manner which no other method or plan could equal.

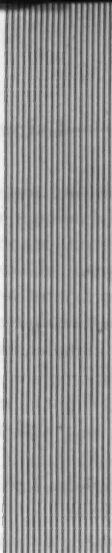
It all started three years ago, when I was given the responsibility for the development of a safety exhibit which would appear with other school exhibits at the Illinois State Fair. That first exhibit consisted of a psycho-physical testing program only, which the general public was invited to try out to see what their driving aptitudes were. Psycho-physical testing apparatus and materials were made available by the Chicago Motor Club, and the tests were conducted by the participating high school instructors and their students.

Flushed with success over the demonstration of genuine interest shown by the public as they tested themselves at our driving apparatus, we expanded the exhibit for the 1955 state fair. This time we added the continuous showing of films on traffic safety, the "browsing room" of safety education materials and the distribution of free safety materials.

These new additional features increased the interest of the public, and, of course, our enthusiasm prompted us to extend the scope of the exhibit much further, which we did this year with the addition of the pin-pointed map of driver education centers throughout the state.

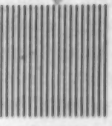
Illinois citizens who visited our booth—and there were hundreds of them—now have a much wider knowledge of the status of driver education in their state. We feel that the exhibit has been an unqualified success, and we plan its continuance and improvement indefinitely●





By **Thelma Reed**  
Chairman  
Standard Student Accident  
Report Committee

# Using Standard Student Accident Reports



**W**HAT kind of information is secured through the use of the Standard Student Accident Report Form?

What student injuries should be reported?

How are accident reports used?

These are some of the questions which pour into the National Safety Council's School and College Division each year from school people all over the United States. They are important questions, so important that the Standard Student Accident Reporting Committee of the Conference has reviewed them all, set down the answers in definitive form as follows, for all educators to read.

*What forms are recommended for use in reporting accidental deaths and injuries to elementary and secondary school students?*

The National Safety Council recommends two: the Standard Student Accident Report Form and the Student Accident Summary Form.

The Standard Student Accident Report Form is for use in recording the details of accidents resulting in injuries to students. The Student Accident Summary Form, as its title indicates, is for use in preparing monthly or other tabulations of all injuries reported on the Standard Student Accident Report Form.

*What kind of information is secured through the use of the Standard Student Accident Report Form?*

For all accidents, the form provides the easy, rapid recording of detailed information in the following categories: Identification of the injured (name, home address, age, sex, etc.); description of accident; nature and degree of injury; part of body injured; days lost from school.

For school jurisdiction accidents only, the form provides for the recording of information

*(Continued on next page)*

Above: The Standard Student Accident Report Form, right, and the Student Accident Summary Form are the two forms the National Safety Council recommends for compiling complete records of accidents and injuries in your schools.

(Continued from preceding page)

on the following additional items: teacher in charge when the accident occurred; immediate action taken; notification of parent or guardian; location when accident occurred, and activity in which the injured was participating when hurt.

*If the description of the accident is complete, are all of the other items on the form necessary?*

The detailed items are not necessary but desirable.

Experience has shown the difficulty of securing complete descriptions of actions resulting in injury, and of the injuries themselves, under the general heading, "Description of the Accident."

*Wouldn't a report card be easier to handle, and more convenient to file, when tabulations are being prepared than a sheet of paper?*

There is little doubt that a card is easier to handle than a sheet of paper. In fact, during earlier years of Standard Student Accident Reporting, the form was printed on a card. The change to a sheet was made at the request of local school administrators desiring multiple copies of the original report for immediate distribution to specified officials.

It is perfectly feasible to print all of the items on the current Standard Report form on a card. Two school systems, at least, now use such cards.

The greatest single difficulty with the use of cards is their size. There are many recommended items that must be included in an accident report form to make it as useful and workable as possible. When transferring items from a sheet of paper to a card, there is a temptation to simplify the problem of arranging the recom-

mended items by omitting some of them. This destroys the basic advantage of standardized, comparable reports from school systems in all parts of the country and makes impossible the development of rates against which an individual school system may evaluate its own record.

*On what student injuries should reports be made?*

It is recommended that the standard accident report form be used to record detailed information on:

- ▶ all injuries to students sufficiently serious to require a doctor's care;
- ▶ all injuries that keep a student out of school for half a day or more regardless of where the student was when he was injured — on school property, enroute to or from school, or elsewhere;
- ▶ all injuries, however slight, to students while they are under the jurisdiction of the school. (Unless otherwise defined by statute, administrative ruling or court action, students are considered to be under school jurisdiction when on the way to and from school.)

*To whom should copies of injury reports go?*

The use of original reports on injuries varies from one school system to another. Best current practice indicates that copies of all reports should be examined by the superintendent or his delegated representative. In systems where the positions exist, the persons holding the following positions should examine such reports also: safety education supervisor or coordinator, chief of medical staff, research director and curriculum director.

In addition, selected injury reports should be examined by individuals in charge of appropriate departments or activities. The physical education director, for example, should examine the reports of all injuries which happened to students while engaged in physical education, intra-mural sports or athletics.

One copy of the report should remain in the office of the principal of the school where the accident occurred. It may be advisable to discuss this report with the custodian or with selected members of the teaching staff. Other injury reports may profitably be reviewed with parents of the injured student.

*How do school administrators use accident reports?*

In general, data on the unsafe acts and conditions causing accidental injuries and deaths to

## Accident Reports in Your School System

students are essential to the initial planning, efficient implementation and later evaluation of an effective school safety program.

Specifically, detailed injury reports gathered by school authorities:

- ▶ aid in protecting the school personnel and district from unfortunate publicity and from liability suits growing out of student injury cases;
- ▶ aid in evaluating the relative importance of the various safety areas and the time each merits in the total school safety effort;
- ▶ suggest modifications in the structure, use and maintenance of buildings, grounds and equipment;
- ▶ suggest curriculum adjustments to meet immediate student needs;
- ▶ provide significant data for individual student guidance;
- ▶ give substance to the school administrators' appeals for community support of the school safety program;
- ▶ aid the school administration in guiding the school safety activities of individual patrons and patrons' groups.

*Why is it recommended that schools gather information on injuries occurring to students while they are not in school?*

The basic objective of the total school safety program is to provide the educational experience essential to the safety of each student at all times. Many types of accidents cannot, by their very nature, occur while the student is under the jurisdiction of the school. If the school administration is to have complete information on which to base its safety effort, information on student accident experience cannot be limited to those injuries resulting from participation in the school's program.

*Can school administrators secure all needed information on traffic injuries to students from police department records?*

In some communities, police accident record officials can separate those reports dealing with individuals enrolled in local schools from their other death and injury records. Maximum use should be made of those reports. Only in the rarest cases, however, will police officials be able to provide all of the details necessary for a comparison of police summaries with those prepared from the reports received on school jurisdiction accidents. The values of comparable data on all types of injury reports would seem self-evident.

*How may Standard Student Accident Report Forms be secured?*

The National Safety Council publishes and distributes the Standard Student Accident Form and the Student Accident Summary Form. Copies are available upon request to the Council for examination by individuals, committees or other groups.

To a school system adopting the standard forms and willing to forward to the National Safety Council a duplicate of its summary reports, the Council provides, without charge, all forms necessary for the first year of reporting. For subsequent years, local school systems may reprint the Standard Student Accident Report Form or purchase copies from the Council.

The Council will continue to supply, without charge, enough copies of the Student Accident Summary Form to meet customary reporting procedures. This offer of free summary forms remains in effect as long as copies of summaries are forwarded to the National Safety Council.

*What use is made of these summaries?*

All summarized student accident reports received by the Council are compiled into a single report for publication in the yearly statistical accident summary, *Accident Facts*. Hence, the experience of each school system contributes to the clearer understanding of the scope and characteristics of the student accident problem. The Council does not publicize the accident records of schools cooperating in its analysis of student injury records.

\* \* \* \* \*

Members of the Standard Student Accident Report Committee are: Chairman, Thelma Reed, Principal, Kansas City, Missouri; and Zenas Clark, Wilmington public schools; Fithian Faries, Lexington, Kentucky, public schools; Irvin Franzen, Kansas Board of Health; E. C. Gates, Houston public schools; Charles Kraft, Brooklyn public schools; Louis Mackel, New Mexico Department of Education; Ray McFarlin, Cleveland public schools; Earl Mennet, Alameda County public schools, California; Cornelia Mulder, Flint public schools; L. H. Shepoiser, Mason City, Iowa, schools; George Silverwood, Green Bay public schools; Earl Smith, Baltimore Safety Council; Herbert Stack, Center for Safety Education; Francis Svoro, Chicago Board of Education; Marie Trauffer, Minneapolis public schools; Frank Ulish, Iowa Department of Public Safety; Mary May Wyman, Louisville public schools, and Cecil Zaun, Los Angeles public schools. Staff representative is Marian Telford.



## A Father's Plea

*By Robert Yoho*

*Director, Division of Health and Physical Education  
Indiana State Board of Health*



**T**HIS subject interests me from two points of view. Because of my position as state director of health and physical education and my academic training, I have a professional interest in the degree of success achieved in providing an effective safety program for college and university students. But I also have a personal interest.

My son, Jon, is just beginning his sophomore year in a small Indiana college. My professional concern, I must admit, is now colored by my feeling as a parent. I must admit also that these feelings are somewhat emotional, for what is done or is not done in the college safety program may dramatically affect the life and well-being of an individual who is very close to me.

From the time of my son's birth, his mother

and I have attempted to provide an accident-free environment. Two approaches have been used. The one of choice has been dependent upon his degree of maturation.

During his infancy and for a number of years thereafter, our efforts were directed toward altering his environment so that it was accident-free, or placing him in an environment that was absolutely safe for an individual not accountable for his own actions. A weakness in accident prevention programs has been the assumption that every individual can be made to accept a personal responsibility for his own safety. Education must also be directed toward individuals who are capable of learning to protect others, if we expect accidents to be removed from their top position as a killer of children.



At, roughly, five years of age, a gradual immunization against accidents was begun. This immunization was necessary, since a danger-free environment could not be maintained.

The immunizing agents used were training about, and experience with, potentially dangerous situations that confront children as they grow up. The school was our primary aid in administering these agents.

Immunization did not provide complete protection. This was not expected. Jon received a deep cut on his head inflicted by a hoe in the hands of his young sister as the two helped in the garden. A broken arm resulted from a fall from a tree. These were accidents we knew might happen. However, climbing trees and helping in the yard are important factors in the maturation of a boy.

When Jon was sixteen years old, he enrolled in a high school driver education course. I must admit that as a result of that training he became a pretty good driver.

I have recounted some of my son's experiences in order to demonstrate that they have been a part of his safety maturation process. Gradually he has progressed from an environment almost completely devoid of danger to a point where avoidance of accidents will depend almost entirely on his own judgment and action.

I say *almost entirely* because as a college student, practically a man, living in an environment quite different from that experienced at home, there are some very important safety measures that will have to be provided for him. In a sense, there will have to be "index" persons to guide him and his college mates in this new physical and psychological environment in much the same way as we did when he was small.

Living in a dormitory with 300 other young men results in a new-found freedom for my son which, if not somewhat controlled, can lead to horse-play, poor judgment, and accident. I am particularly concerned as to how this new-found freedom will affect his respect for the power and speed of an automobile. I am no longer in a position to assure my son that the housing in which he lives and studies is as free as possible from unnecessary hazards.

I believe I am wholly justified in expecting certain action from the college which my son attends. I expect:

▶ That the dormitory will have been constructed in accordance with the safety standards of our state building code, and that it is fire resistant. The fact that large college enrollments have created a housing shortage is no excuse for standards not being met. There

is not much reason for educating a young man if he is killed or maimed before his education is completed, or if the environment creates disrespect for common safety practices.

▶ That drills for evacuating the building in case of disaster be regularly practiced.

▶ That measures be taken to impress upon each student his personal responsibility for action that protects him and his fellows.

▶ That college officials consider a fool-hardy or careless act by my son and/or other students, and this includes drinking or cheating, as anti-social behavior, and disciplinary action should be based on this premise.

▶ That the buildings in which classes are held meet the requirements of building codes. Again, large enrollments are no excuse for violation of good safety practices.

▶ Since the work and experiments in the college laboratories reflect to a great extent the scientific and industrial activity of our country, I will not excuse safeguards that are less, or inferior to, those practiced by industry.

In summary, I expect the college to main-

**An eloquent statement of what one parent feels is the college's responsibility in providing a safe environment for his son. This could be the plea of all parents of children in school, whatever age those children may be.**

tain a safety program that incorporates direct action and guidance. I expect this program to be planned and conducted so that it reaches each college student and affects his life by the removal of unnecessary hazards and, through education, prepares him for necessary risks.

This implies that the program must be planned and conducted by a staff trained and experienced in safety, highly located in the administrative structure.

The attempt to live safely is part of the challenge that the human race has faced since the beginning of time—altering or controlling the environment in which it lives. The degree of success that is experienced in meeting this challenge represents a part of our superiority over the animal kingdom●

## **Bruce Madsen Is First Graduate of Highway Traffic Administration; Barnes Joins Iowa State Teachers**

**T**HE first graduate in the world in the field of highway traffic administration! That's the distinction that will come to Bruce B. Madsen, in June, 1957 on the Michigan State University campus when he receives his bachelor of science degree.

Mr. Madsen was discharged from service in 1954 and entered Michigan State University following a very successful military career. During summer sessions he has worked on research and special projects for the University's Highway Traffic Safety Center. Prior to the 44th Congress, he attended the Institute for Safety.

Mr. Madsen plans to "interne" in safety organization work, preferably in a metropolitan safety organization.

**ALFRED C. BARNES, JR.**, has joined the staff of Iowa State Teachers College, Cedar Falls, Iowa, as assistant to Bert L. Woodcock, director of safety education.

Al received his B.A. in 1949 from Arizona



Bruce Madsen, left, goes over a traffic inventory report with Harry Porter, Traffic Inventory Director, National Safety Council.



Alfred C. Barnes

State College at Tempe, Arizona, and his M.A. in 1953 from his alma mater. At present, he is working toward his doctor's degree at the University of South Carolina. He has been in residence there during the summer of 1955-56.

## **Some Questions to Answer**

(Continued from page 4)

license, by a penalty assessment upon conviction for hazardous moving violation, by a special tax on liquor, car sales, gasoline sales or some other related or unrelated commodity, or by direct appropriation from the state general fund amounting to an increase in regular taxes?

22. Is the collection of funds from the source selected constitutional?

23. Are the funds to be earmarked for driver education?

24. Or are they to be placed in the general state school fund?

25. What happens to any amounts left over at the end of the bi-ennium?

26. What happens if the demands for reimbursement are greater than the amount in the fund?

27. What are the specifications of a course that will qualify a local school for reimbursement?

28. What teacher qualifications — certification, training, personality, driving record, driver's license, or accident experience — should apply?

29. What texts and other instructional material should be used?

30. What records must be kept?

31. What reports must be sent by the local school to the state department to serve as a basis for reimbursement?

32. When will reimbursement be made?

33. If a student fails, will he be counted for reimbursement?

34. What evidence of completion is given to the student?

35. What about student fees for the course if state subsidy is not sufficient to cover costs?

36. Are private and parochial schools reimbursed?

37. Are adults and out-of-school students included in the reimbursement program? If so, how?

Get ready with your answers, and to all other questions you even suspect may require decisions, and get them ready now. It may (we hope!) be later than you think!

## **driver education in Moscow . . .**

School No. 15 in Moscow (not Moscow, Idaho, but Moscow, U.S.S.R.) has included driver education in its program, according to *Action for Safety*.

safety education  
data sheet number 76

# Safety in Bad Weather Conditions

## General Classifications of Storm Conditions

1. Tornadoes
2. Hurricanes
3. Blizzards
4. Flash Floods

## The Problem

1. The personnel of the school has a tremendous responsibility to do everything possible to provide optimum protection to pupils in cases of emergency which may occur while they are under the jurisdiction of the school. Also, the school has a vital responsibility in educating pupils in ways to protect themselves wherever they are during an emergency.

## TORNADOES

### Statistics

2. Some 8,954 deaths from tornadoes were reported for the period between 1916 and 1955. There were probably ten people injured for every fatality.

3. Tornadoes are the most violent and spectacular storms produced by nature. They are a menace to the life of every person living between the Rocky Mountains and the Atlantic coast. They have occurred in every state, but the greatest frequency of occurrence has been in Iowa, Texas, Kansas, Oklahoma, Arkansas, Missouri and Nebraska. Each year, scores of persons are killed and injured by tornadoes; with property losses totalling millions of dollars.

4. Tornadoes have been reported during every month of the year and at every hour of the night and day in states east of the Rockies. Most of them happen in May and June, however.

### Definitions of Tornado Terms

5. *Tornado forecast.* A tornado forecast means that a tornado is likely to strike a given area within a period of several hours.

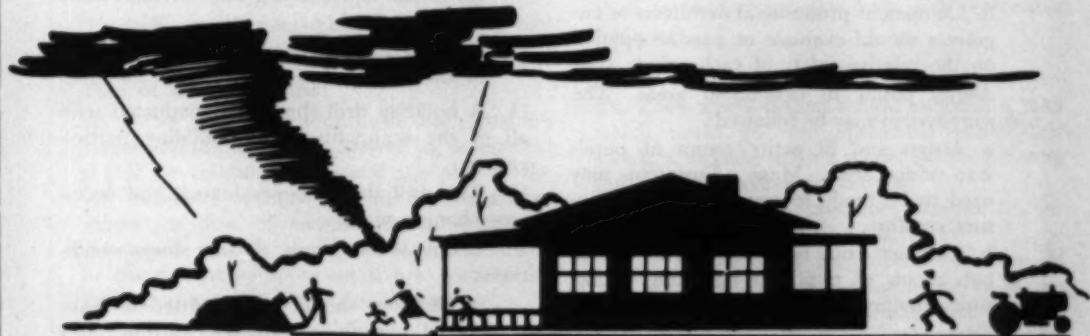
6. *Tornado warning.* Means that a tornado is likely to strike in a designated area immediately or within an hour.

7. *Storm drill.* . . . . . A functional plan for affording protection to pupils during storm conditions.

(Continued on next page)



NATIONAL SAFETY COUNCIL  
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## **Safety in Bad Weather Conditions**

*(Continued from preceding page)*

### **The Administrator's Responsibility**

8. The administrator of the school is responsible for seeing that optimum protection is provided for pupils in all emergency situations while they are under the jurisdiction of the school. He should see that a well-organized plan has been developed that will give maximum protection to pupils during all extreme weather conditions.

9. The administrator of the school or his designated representative, teacher, custodian, pupils and representatives from community groups should share in the development of such a plan for each school system.

### **Procedure to Follow in Developing the Plan**

10. Select refuge areas:

a. Pupils housed in single story buildings should be moved into the inner corridors of the building.

b. Pupils housed in single story buildings that do not have corridors should seek cloak rooms. Try to stay out of line of flying glass or other debris.

c. Pupils housed in multiple story buildings should evacuate the top story. Move all or as many pupils as possible into the corridors of the lower floor.

d. In situations where a part of the pupils are housed in annexes adjacent to the main building, move the pupils into an area within the building.

e. Always avoid the use of large enclosed areas as places of refuge, such as: auditoriums, gymnasiums and cafeterias.

f. In some situations, it may be possible to use storm cellars which are located near a school.

g. Boiler rooms are *not* to be used as refuge areas.

h. Competent professional architects or engineers should evaluate or pass an opinion on the relative safety of each refuge area.

11. Assign pupils to designated areas. The following system may be followed:

a. Assign and fit entire rooms of pupils into refuge areas. Many adjustments may need to be made to conserve space or insure comfort.

b. Conduct drills beforehand with one or two rooms of pupils at one time. Make sure provision is made to check for stragglers.

c. Each teacher should be informed of the master plan for movement of all students and be responsible for preparing her pupils for participation in the drills.

d. Determine and explain to the pupils the position to take in the refuge areas.

e. Pupils should be taught to take one of the following positions: (1) down on the knees, leaning forwards, with as much of the exposed body as possible covered by crossing the arms and burying the face in them; or (2) crossing the legs, sitting flat on the floor and covering the face with the folded arms.

*(Note: The reason for taking a certain position is to aid the rescue squad should the building be struck by a tornado, as well as to save life in case of the collapse or damage of the building.)*

### **Type of Signal for the Drill**

12. Determine the type of signal that will be used to inform the school personnel of storm conditions. Make sure all occupants of the buildings can distinguish this signal from any other. A manually-operated signal may be wise in case electric current should fail.

### **Preparation of Building**

13. A designated person in the custodial staff should be assigned the responsibility for preparing the building, and help should be designated for him.

He or she must:

a. Close the windows and outside doors on the side from which the tornado is approaching.

b. Open windows and outside doors on the side of the building opposite to the approaching tornado. *Doors must be fastened securely so that there is no danger of their blowing shut.* Tapered wedges and/or door stops should be used for this. All inside doors leading into corridors must be left open.

c. *Turn off the gas supply to the building at the pipeline valve outside the building.*

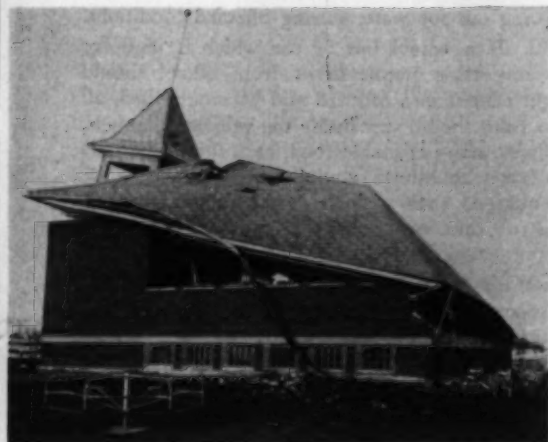
14. A building drill should be conducted with all of the occupants of the building participating.

15. The drill should be evaluated, and necessary changes made.

16. Dismissal of pupils during storm conditions:

a. Children should be permitted to leave school during a tornado warning *only*





*A tornado damaged this school near Manawa, Wisconsin, but the teacher and 18 pupils, crouched in the basement, escaped injury.*

when the parent calls for them at the school.

b. If a storm is approaching at dismissal time, and it is believed that the children will not have time to reach home before it strikes, they should be kept in the building until it is deemed safe to dismiss them.

17. Publicize your plan. Much tension and anxiety can be removed by informing parents of the plan that has been carefully worked out to protect the children during storm conditions which occur while they are in school.

#### **Storm Alert**

18. A system whereby the school personnel will be kept informed of storm conditions should be developed. This information may come from the weather bureau, the fire department or the local or state enforcement agency. Each of these groups should have a part in working out this plan.

a. In some school systems a teacher on the side of the school building where tornadoes will come is designated as a spotter in bad weather and can give the alarm.

#### **Plan of Communication**

19. After all details relative to each person's responsibilities have been arrived at, a test drill should be conducted to see if the plan works.

20. In school systems where there are several schools, a plan of communication should be developed whereby each school administrator or his designated representative(s) can be informed of pending storm conditions.

21. Two suggestions which may prove helpful

in developing a plan of communication in a school system with more than one school are:

a. Have the weather bureau or the enforcement agency which issues the storm warning call a designated person in the central office of the school system. The central office person may then call a designated person at each junior and senior high school and give her the information concerning storm conditions. The person at each junior and senior high school, in addition to informing his administrator, will relay the message by telephone to a designated representative in each of the pre-assigned elementary schools. Alternates for each designated person should be named so there will be no delay if the designated person is not there.

b. The designated persons to call at each school must be decided upon at the opening of each school year. These names will then be placed with the persons who are to assist in the plan of communication.

c. In large cities it may be possible to call on the local fire department to assist in relaying the information to schools. The fire department can relay the information by radio to the fire station in each district. The firemen at the district station will usually be glad to deliver the information in person to the school.

d. In some cities, a combination of the telephone relay system and the fire department plan is used to inform schools. In such cases, the fire department serves as a supplementary method. When a school cannot be reached by telephone, the fire department may be used to expedite the plan.

#### **Evaluation**

22. Evaluate the plan and correct the weaknesses. Conduct enough drills to make sure the plan does what it is intended to do and continue to conduct practice drills with reasonable frequency.

#### **Rescue Plan**

23. Each school system should establish a plan which could go into operation immediately should a tornado strike a school building during the hours the school is occupied.

24. The following provisions should be included as a part of such a plan:

a. Proper care for injured persons. It would be helpful if some members of the school staff were trained in first aid and

*(Continued on next page)*

## Safety in Bad Weather Conditions

(Continued from preceding page)

rescue operations, and first aid supplies were kept available.

b. An accounting system. This should include all occupants of the building, the injured as well as those who are not injured.

c. An assembly area for persons not injured should be established. Pupils should be kept in this area until parents or other designated people call for them. This will help avert panic and confusion on the part of parents and relatives and will also help in making proper identification of students and other school personnel.

### Statistics

#### BLIZZARDS

25. There are no national statistics available on the number of persons injured each year as a result of blizzards.

### The Problem

26. In many areas of the United States, it is highly desirable that plans be developed for giving optimum protection to school children from blizzards.

### General Safety Suggestions

27. Work very closely with the officials of the weather bureau and enforcement agencies to develop some system whereby the school personnel will be kept informed of blizzard conditions. This may help to keep children from being caught enroute from school to their homes.

a. All schools should be sure telephone connections to all homes are in good condition at all times, especially after the first snowfall.

28. In areas where blizzards may make it necessary for children to be kept at the school, an ample supply of non-perishable food should be stored at the school. Also, a supply of fuel which will be adequate for a 72-hour period should be kept on hand.

a. Some blizzard-conscious small communities make arrangements before winter starts with families in town who will agree to take care of farm children in their homes if blizzard conditions prevent operation of the bus. An attempt is made to quarter the children with relatives in town or the families of classmates so that the children will be acquainted with those with whom they stay.

29. If drinking water is used from a well, two wires should be stretched from the school building to the well to serve as a guide for anyone

going out for water during blizzard conditions.

30. If a school bus or car which is used for transporting pupils to or from school should get caught in a blizzard and become stalled, all persons should stay inside the vehicle. Blankets, flares, non-perishable food, etc., should be part of a school bus's equipment. Car should be equipped with a shovel and chains as well as a full tank of gasoline and food.

31. A well-regulated time schedule should be set up for school busses to follow. When it becomes necessary because of adverse conditions to dismiss classes and dispatch school busses ahead of the established time, parents should be alerted.

32. Busses should always take the same route to and from school. If a bus does not show up at the scheduled time, searchers will know better where to look for the bus, if it is stranded. In some states, a two-way radio from school to bus is standard equipment, especially in sparsely settled areas.

### Definition HURRICANES

33. Hurricanes are large revolving storms accompanied by violent destructive winds, heavy rains, and high waves and tides.

34. A hurricane is technically described as a cyclonic storm of the Tropics. The storm has different names in different parts of the world—typhoons, tropical cyclones, and hurricanes—but they all belong to the same family. Along the southern and eastern coasts of the United States and in the Atlantic Ocean, the Caribbean Sea and the Gulf of Mexico, they are known as West Indian Hurricanes.

35. Hurricanes originate over water areas not far from the equator, where the air is warm and moist. The first indications are usually a vast area of unsettled weather. The air begins to move toward and around a central area where a barometer is falling. As this air moves, it gradually assumes a circular motion around a center of lowest pressure. Then the whole system begins to move, much as a moving top moves across a smooth surface. The circular motion becomes more violent as the hurricane develops and often reaches speeds in excess of 100 miles per hour. The forward motion of the hurricane is usually 10 to 15 miles per hour.

36. The winds in the hurricane whirl counterclockwise in the northern hemisphere, with the highest speeds running in a circular band beginning at the edge of the "eye" (the core of the storm) and extending 20 miles or more. The area of destruction along the path of a hurricane may be 25 to 500 miles wide.

37. When there are definite indications that a hurricane is forming, even though it is a thousand miles from the mainland, the storm is given a name and the Weather Bureau begins issuing "advisories." These advisories are issued frequently throughout the day or night.

38. Weather Bureau advisories, alerts, storm warnings and hurricane warnings are issued as numbered messages every six hours, or more often if necessary. In addition, bulletins for press, radio and television keep the public informed of storm conditions.

#### Statistics

39. During the period between 1946 and 1950, the total loss of life from hurricanes was 60. Property loss amounted to \$253,700,000.

#### General Safety Suggestions

40. During hurricane conditions, it is expected that school people will be apprised of the situation so that schools will be adequately prepared for the storm and school children will be in safe places when the hurricane strikes. However, general safety suggestions for hurricanes are included here for classroom safety teaching, all-important in areas in which hurricanes are a common occurrence.

41. Keep the radio or television tuned, and listen for the latest Weather Bureau alerts, warnings, and advisories. If electric power fails, use the car radio or portable radio sets.

42. Vacate low-lying beaches and other areas which may be swept by high tides or waves. If the route to high ground is over a road that is likely to be under water, leave early to avoid being marooned.

43. Keep alert for flood waters from streams or rivers after heavy rains.

44. If homes are out of danger of high tides and are well-built, this is probably the best place to weather the storm.

45. An ample supply of food that can be eaten without cooking should be kept on hand. Canned foods offer protection against food pollution and spoilage.

46. Emergency cooking facilities are necessary. Be sure they are in working order.

47. Make provisions for the storage of an ample and safe supply of water. Boil it for protection if you have doubts about the water being safe to drink.

48. Have emergency lighting facilities and keep them available.

49. Keep a sufficient quantity of gasoline in your car. Service stations may be put out of operation for several days.

50. Be sure there are openings into the house on the side opposite the side which faces the storm.

51. Board up windows or use storm shutters. See Section 13 b.

52. Pay no attention to rumors. Remain calm. Listen to official broadcasts to keep well-informed.

#### What to Do After the Hurricane Passes

53. Seek medical care for injured persons. This may be obtained from Red Cross disaster stations or hospitals.

54. When the storm is over beware of live wires. Report broken wires to proper authorities. Broken or dangling wires may be hazardous. Stay away from them.

55. Stay away from disaster areas unless you are qualified to render first aid or other disaster services.

56. Be on the alert to prevent fires. Hurricane winds could spread fires very fast and cause great devastation.

57. Report any broken sewer or water mains.

58. Guard against spoiled foods in refrigerators if power has been off any length of time.

### FLASH FLOODS

#### Definition

59. The term "flash flood" as used here means a sudden, small-area deluge of water of short duration as opposed to large-scale flooding.

#### The Problem

60. A flash flood could include two kinds of situations: one, where there is a sudden downpour of rain; the other, where a dam breaks or is washed out, releasing a large amount of water suddenly. Both of these conditions should be considered when developing a safety plan.

61. Flash floods are most likely to occur in the so-called "rainy season" or in the early spring, when melting snows increase water volume. In some localities, they are more likely to occur at certain hours of the day.

#### Statistics

62. There are no national statistics on injuries and fatalities from flash floods.

#### General Safety Suggestions

63. Persons and school personnel located in areas where hazardous conditions could develop should be alerted if a flash flood occurs or is about to occur. A P.T.A. safety chairman or someone in the P.T.A. could be given responsi-

## Safety in Bad Weather Conditions

(Continued from preceding page)

bility for reporting unsafe conditions to the principal if they occur in her school area. The principal can then see that children passing these dangerous areas could be supervised on their way home from school.

64. Communications with weather stations in the general area should be established.

65. Low areas should be evacuated immediately after the warning has been received.

66. Do not attempt to drive vehicles on roads or bridges that are covered with water or that lie in the path of on-rushing water.

67. Some plan of rescue should be established to assist persons who might become marooned.

68. A system should be developed for informing new persons moving into this area of hazard from possible flash floods.

### Sources

69. Flora, Snowden D., *Tornadoes of the United States*. Norman: University of Oklahoma Press.

70. *Statistical Bulletin*, March, 1956. Metropolitan Life Insurance Company, 1 Madison Ave., New York 10, N. Y.

71. *Civil Defense and Safety Manual—A Program for Michigan Schools*, State of Michigan Office of Civil Defense and Department of Public Instruction, Lansing, Mich., April, 1955.

This data sheet was written for the National Safety Council by Lonnie Gilliland, Ed.D., director of safety education, Oklahoma City, Oklahoma, public schools.

## School and College Conference inaugurates honorary memberships . . .

Honorary memberships have been inaugurated in the School and College Conference. These honorary memberships will enable the Conference to utilize the advice, counsel and services of individuals after they have served their normal terms on the Conference and also as a means of recognition for outstanding service in the field of safety education through the Conference or its services.

On October 23, 1956, the Board of Directors of the National Safety Council approved that a committee, separate and distinct from the membership committee of the Conference, be set up to consider the eligibility of proposed candidates for honorary membership. This committee will submit its findings to the Executive Committee of the School and College Conference, which, after approving the candidate or candidates, will submit their names as recommendation to the entire Conference for a vote.

Any member of the School and College Conference or any section or committee organized under that body may submit in writing the name of a potential candidate to the chairman of the committee on honorary membership, stating in writing the reasons for the nomination.

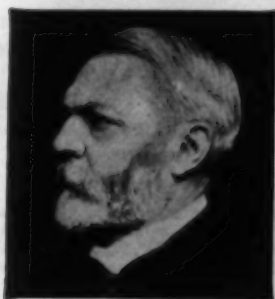
Only persons eligible will be those who have demonstrated unusual interest in safety education, have made significant contributions to the work and activities of the School and College Conference and show evidence of a willingness to continue to serve.

### Safety Education Data Sheets available are:

- |  |  |  |
|--|--|--|
| (1) Bicycles                             | (29) Play Areas                          | (55) Motor Vehicle SPEED                 |
| (2) Matches                              | (30) Winter Driving                      | (56) Welding and Cutting Safety          |
| (3) Firearms, Rev.                       | (31) Night Driving                       | (57) Safety in the Auto Shop             |
| (4) Toys and Play Equipment              | (32) Winter Sports                       | (58) Winter Walking                      |
| (5) Falls                                | (33) Traffic Control Devices             | (59) Safety in the High School           |
| (6) Cutting Implements                   | (34) Safe Conduct in Electrical Storms   | Chemistry Laboratory                     |
| (7) Lifting, Carrying and Lowering       | (35) Poisonous Reptiles                  | (60) Safety in the Farm Mechanics Shop   |
| (8) Poisonous Plants                     | (36) Motor-Driven Cycles                 | (61) Floors in the Home                  |
| (9) Electric Equipment                   | (37) Animals in the Classroom            | (62) Hazards of Discarded Iceboxes       |
| (10) Pedestrian Safety                   | (38) Railroad Trespassing                | and Refrigerators                        |
| (11) School Buses—Administrative         | (39) Bad Weather: Hazards, Precautions,  | (63) School Bus Safety: Educating        |
| Problems (Rev.)                          | Results                                  | Pupil Passengers                         |
| (12) Flammable Liquids in the Home       | (40) School Parties                      | (64) Safety in the Graphic Arts Shop     |
| (13) Passenger Safety in Public Carriers | (41) Home Workshops                      | (65) Safety in Part-Time Jobs:           |
| (14) Chemicals                           | (42) Horseback Riding                    | Food Handling                            |
| (15) Hand Tools                          | (43) Hiking and Climbing                 | (66) Baby Sitting                        |
| (16) Nonelectric Household Equipment     | (44) Hook and Line Fishing               | (67) School Dramatic Productions         |
| (17) Sidewalk Vehicles                   | (45) Summer Jobs—Farm                    | (68) Safety in "Do-It-Yourself"          |
| (18) Camping                             | (46) Safety in the Wood Shop             | (69) Playground Apparatus                |
| (19) Alcohol and Traffic Accidents       | (47) School Fires                        | (70) Safety with Kites and Model         |
| (20) Cooking and Illuminating Gas        | (48) Unauthorized Play Spaces            | Airplanes                                |
| (21) Solid and Liquid Poisons            | (49) Bathroom Hazards                    | (71) Safety in Sports: Baseball          |
| (22) Safety in the Gymnasium             | (50) Safety in the General Metals Shop   | (72) Safety in Sports: Football          |
| (23) Laboratory Glassware                | (51) Safety in Pupil Excursions          | (73) School Bus Safety:                  |
| (24) Places of Public Assembly           | (52) Highway Driving, Rules, Precautions | Operating Practices                      |
| (25) Fireworks and Blasting Caps         | (53) Safety in the Machine Shop          | (74) Playground Surfacing                |
| (26) Domestic Animals                    | (54) Summer Jobs: laborers, home yard,   | (75) Safety in Sports: General Practices |
| (27) Swimming                            | service-stations                         | (76) Safety in Bad Weather Conditions    |
| (28) Small Craft                         |  |  |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Bound volumes of the data sheets may be purchased from the Council at \$3.89 each for one to nine copies.





## *The man who wouldn't give up*

500 MASSED ROCKETS shook the brand-new Brooklyn Bridge, screamed up into the May evening and showered the city with gold.

While behind a darkened window, a big, gaunt man sat and watched, too crippled and pain-wracked to attend the opening day festivities for the bridge.

This was a pity, for he had built it.

Which means that when money gave out, Chief Engineer Roebling pleaded for more. When disturbing changes of plan had to be made, Roebling fought them through. And when a hundred panicked men were trapped under the East River in a flooded caisson, Roebling saved them.

Spinning the giant steel spiderweb not only exacted 13 years of Roebling's life, from 1870 to 1883, but very early crippled him forever with the caisson disease.

Yet he saw the job through to the end. His were the courage, skill and vision that make Americans a nation of great builders—a strong, growing nation. And a nation whose Savings Bonds rank with the world's finest investments.

For the constructive strength of 168 million Americans stands behind these Bonds. This is why, when you buy U. S. Savings Bonds, our Government can absolutely guarantee the safety of your principal—up to any amount—and the rate of interest you receive.

You cannot get a better guarantee than that. Why not invest in U. S. Savings Bonds regularly—where you bank or through the Payroll Savings Plan where you work? And hold the Savings Bonds you have.

**Safe as America—U. S. Savings Bonds**



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## Maine School Bus Driver Named "Mister Safety"; Wins Prizes, Bus

A 49-YEAR-OLD Maine man has been named the nation's safest school bus driver.

Harvard Tate, East Corinth, Maine, has been declared the winner in a year-long search conducted to find the nation's "Mister Safety" by the Henney Motor Company, Inc.

A \$500 savings bond and gold ignition key are presented to Harvard Tate, center, of East Corinth, Maine, by Governor Edmund S. Muskie, for being named the nation's safest school bus driver. C. W. Trout, sales vice president of Henney Motor Company, sponsors of the safety contest, stands at right.



Tate has driven more than 200,000 school bus miles in the past 17 years without an accident. In an essay he wrote for the contest, he made the following recommendations regarding school bus safety:

- ▶ Passage of a state law requiring drivers to guide small children crossing streets after alighting from a school bus;
- ▶ Greater emphasis on safety education in school classes;
- ▶ Outfitting drivers with a distinctive cap and jacket for easier identification by motorists while drivers are guiding children across streets and crossings;
- ▶ A written examination for all drivers on operation, maintenance and care of school busses.

Tate was presented with a \$500 savings bond, a special safety certificate and a new 48-passenger Oneida school bus by Maine's Governor Edmund S. Muskie, C. W. Trout, Henney sales vice-president, and Robert Burke, president of Walsh Body & Trailer Company, New England distributor for Oneida school busses. The presentation was made in Augusta, Maine, during the fourth annual Governor's Highway Safety Conference.

Contest judges were Shelton Fisher, publisher, *Bus Transportation*; Stephen James, director of the education division, Automotive Safety Foundation, and Marian Telford, school transportation committee, National Safety Council.

Tate, who earlier had received a \$50 savings bond as the contest winner for Maine, topped all other contestants from throughout the country. Three other state winners were cited for honorable mention: Ray A. Leibensperger, 25, of Allentown, Pennsylvania; Ralph C. Hess, 49, of Long Green, Maryland, and Clifford M. Isaacson, 47, Dassel, Minnesota.

## Drivotrainer adds automatic shift . . .

Drivotrainer equipment is now being made available with automatic as well as manual shift controls, the Aetna Casualty and Surety Company, makers of the Drivotrainer, announces. The automatic shift quadrant is of the push-button type and is similar in appearance and operation to the equipment now in use on many late model cars. If desired, it is available on all new equipment at an additional charge.

Conversion kits are also available at an additional price, for the benefit of present Drivotrainer users who wish to convert their equipment from manual to automatic transmission.

# SAFETY PATROL RAINCOATS



**With Distinctive  
PATROL EMBLEM**

High Visibility **YELLOW** Rubber Raincoats with Matching Cape Cap. Completely Vulcanized and 100% Waterproof. Attractive Safety Patrol Emblem on Coats (as pictured) lends Distinction and Authority. Sizes 12 to 20.

• **PATROL SUPPLIES**  
Patrol Badges, Belts, Arm-bands, Flags, Headwear, Footwear.

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Samples on Request

**WRITE FOR SAFETY  
PATROL BROCHURE**

## Conney Products Co.

FOND DU LAC, WIS.

JANUARY 1957

## Lower Elementary

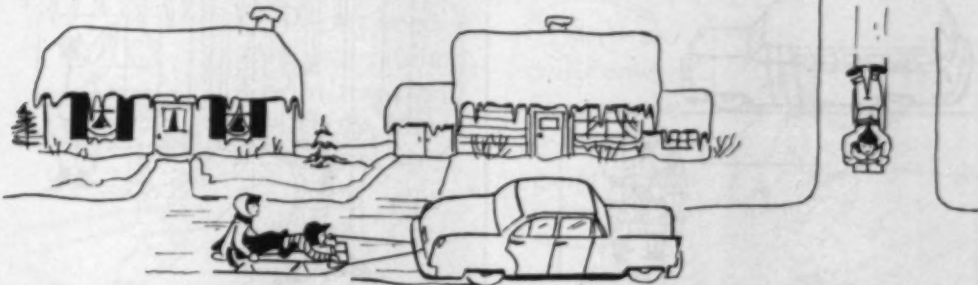
# safety lesson

### Winter Safety

Which boy is throwing snowballs in a safe direction? Make other rules for snowballing.



What's wrong with this picture? What two dangerous things are these people doing?



Make some rules which are safe to follow in sledding.



Sketch S-0869-A

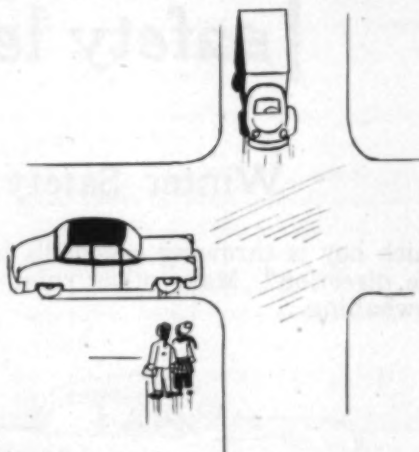


Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

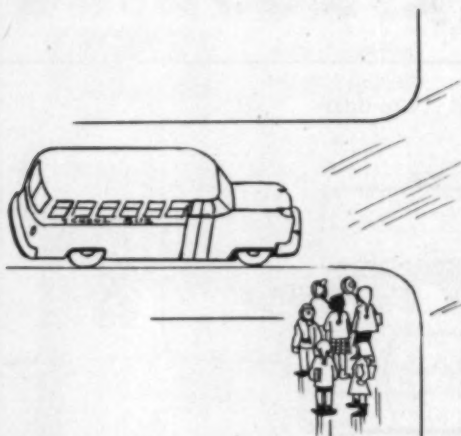
Make rules for going up and down icy steps.



What should we remember when crossing an icy street?



What should we remember about icy curbs and streets when we are waiting for the bus?



Why should icicles hanging from the eaves of the house be cleared away? Why should we let our parents do the clearing?



Answers: 1. Step up or down slowly on icy steps. If there is a railing, use it. 2. Approach icy curbs at a street crossing slowly and stand well back from the curb. You don't want to slip and fall from an icy curb into the street. Oncoming traffic may not be able to stop. 3. Stand well back from the curb away from the street when waiting for the bus, for the bus may not be able to stop and might skid onto the curb. Never step into the street when waiting for a bus—in good weather or bad. 4. Icicles hanging from the eaves of a house are very dangerous. We should let our parents clear them away because our parents are taller than we are and can reach them easier with a long pole. We stand well away when the icicles are being knocked down.





Sketch S-0869-A

JANUARY 1957

Upper Elementary



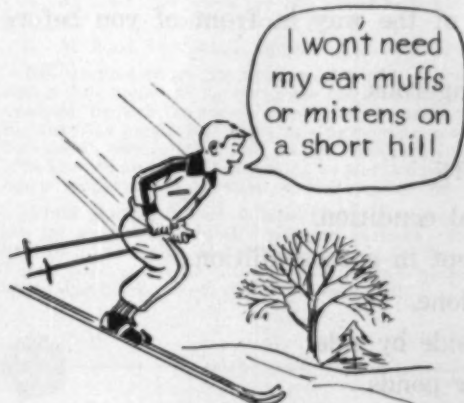
# safety lesson

## Winter Safety

Which of these pictures is better? Circle it. Why is it better?



Which of these pictures is better? Circle it. Why is it better?



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*Draw a line under the statements that are correct. Why is the correct statement the safe thing to do? Why is the incorrect statement an unsafe thing to do?*

## Ice

1. Boys and girls who are walking on icy days must be very careful not to slip and fall from icy curbs. They should approach the curb slowly and stand well back from it until the street is absolutely clear. Otherwise, oncoming traffic may not be able to make an emergency stop.
2. Knocking down hanging icicles makes a fine game for three or four persons.
3. Walk slowly on icy steps. If there is a railing, hold on to it.

## Snow

4. Walking on top of snowbanks close to streets or highways is dangerous.
5. Always clean snow or ice off stairs and walks. If they can't be swept, use salt, ashes, cinders or sand.
6. Leave your shovel and broom on the walk so they will be easy to find.
7. Passing cars make a fine target for snowballs.
8. Don't throw snowballs at other pedestrians.
9. Don't make or throw snowballs that are icy or too hard. You might hit someone in the eye.
10. Do not throw any kind of snowball at anyone's face.

## Sledding

11. Sledding should be done in a safe place where there are no trees, rocks or traffic.
12. Sidewalks make a good sledding area.
13. Always wait until others are out of the way in front of you before starting down a slide.
14. Hitching sleds onto a vehicle is dangerous.

## Skiing

15. A wise skier keeps in good physical condition.
16. Ski equipment should always be kept in good condition.
17. It is perfectly safe to go skiing alone.
18. Nobody can get hurt when skiing side by side.
19. We should not skate on unfamiliar ponds.
20. We should stop skating before we become fatigued.

*Answers: Correct statements are 1, 3, 4, 5, 8, 9, 10, 11, 13, 14, 15, 16, 19, 20.*

## Junior High School

## SAFETY LESSON

## Winter Sports



Sketch S-0870-A

## Know the Dangers

The boy in the poster picture above may be enjoying his ski-tow ride, but there are several reasons why such action is dangerous. List at least three things that could happen to him that would cause injury.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Have a student write all the different possible dangers on the board as listed by all class members. Now look at the poster picture again. Does it still really look like fun?

## Solve Your Problems—Beforehand!

Directions: Use a dictionary to check the meaning of the italicized words.

Winter sports are a lot of fun, and they are healthful—providing you know how to prepare for them, how to *avoid* unsafe situations, and how to get out of dangerous *predicaments*. Read the following short story carefully and indicate in the spaces provided:

1. At least two safety rules that were violated before the accident occurred.
2. At least two ways the boy could help himself out of the dangerous situation.
3. At least two ways others could help him.

Bill decided to go ice skating at night. There was a full moon, so he could see fairly well. He *trudged* through the snowy woods until he came to his favorite pond. Bill liked this particular pond because it was *isolated* and no one could see him if he slipped and fell. A beginner, he worried about being embarrassed because of his *awkwardness*.

While skating about fifteen feet from shore, the ice gave way and Bill *plunged* through. He held on to the edge of the ice and cried for help. Three boys, on their way to a basketball game, heard his cries. They rushed to help Bill.

## Safety Rules Violated

- A. \_\_\_\_\_
- B. \_\_\_\_\_

## Help Yourself

- C. \_\_\_\_\_
- D. \_\_\_\_\_

## Help From Others

- E. \_\_\_\_\_
- F. \_\_\_\_\_

Answers: Know the Dangers 1. A stone or manhole cover could provide a nasty spill. 2. Other cars on the road may hit the boy skiing. 3. A fall on level ground would be more *disastrous* than a fall on an *incline* which would *absorb* some of the shock. 4. The rope could tangle in the boy's legs and drag him.

Solve Your Problems A. Never skate alone and at night. B. A beginner should have supervision. C. Kick your legs to lessen the weight on the ice and to overcome the *tendency* of the legs to be drawn under the ice. D. If the ice is strong enough, pull the upper part of the body up on the ice until the hips are at the edge of the ice. *Swerve* quickly sideways, bringing your legs up on the ice. Holding arms above head roll rapidly away from hole. If ice is too thin, work toward shore by breaking ice with one arm while supporting yourself by resting other arm on ice and kicking legs. E. Three boys could form a human ladder by stretching flat on the ice holding the heels of the boy in front so that the nearest boy can reach the person in the water. Boy on shore should have a firm grip in order to pull "ladder" back to shore. F. A long tree branch could be used to extend to the person in the water in order to pull him out.

## Help Others

Skiing and ice skating are just two of the many winter sports to be enjoyed. How about others? Do you know the safety rules that will help you prevent an accident? Divide into four groups and discuss the dangers involved in each of the following sports. Develop a list of safety



Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

rules for each. After each group has finished, discuss each list with the entire class in order to make any additions or revisions necessary. When the lists are in completed form, mimeograph them for distribution to students in your school.

Listed below are four suggested areas and hints about some of the topics that should be discussed in each area. Select other areas if you think they are more suitable for your community and add to the topics that need to be discussed.

#### 1. Sledding

- A. Clothing to be worn
- B. Location of sledding area
- C. Number of people on each sledding area
- D. Hitching sleds to cars
- E. Jumping on a moving sled
- F. Riding sleds side by side
- G. Condition of sled

#### 2. Basketball

- A. Equipment to be worn
- B. Physical conditioning of players
- C. Cleanliness of basketball court
- D. Diet for players
- E. Horseplay on the court

#### 3. Hunting

- A. "Ten Commandments" of gun safety
- B. Clothing
- C. Compass and emergency equipment
- D. Getting lost in woods
- E. Need for companions

#### 4. Hiking

- A. Clothing
- B. Planning for hike
- C. Equipment
- D. Telling parents about plans
- E. Knowing your physical limitations
- F. Descending a slippery hill
- G. Crossing a stream

### Suggested Project

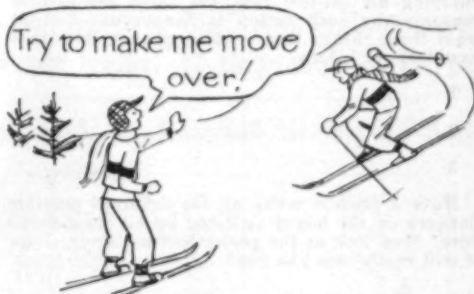
Make posters by cutting suitable pictures from magazines to show a dangerous scene for each of the four areas above. Then list your safety rules under the scenes. Hang posters on hall bulletin boards.

### Don't Be Like That!

Directions: Write, in the space provided, the safety rules being violated.



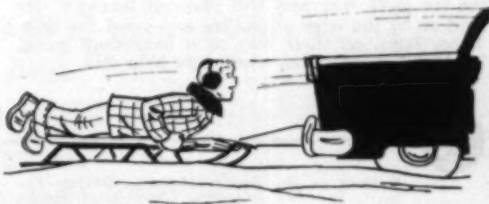
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_





## Senior High School



Sketch S-0870-A

## SAFETY LESSON

## Winter Sports

## Got the Word?

In the poster picture above, the thrilling scene could end in a scream, a squeal of brakes, a thud—then deadly silence. What are some of the dangers in the action pictured above? Check both your vocabulary and safety knowledge by putting a synonym or phrase for the underlined word in the parentheses beside the underlined word. Then mark the statement "true" or "false."

1. The skier being towed by the car is in a precarious ( ) position.
2. Centrifugal ( ) force may cause the skier to hit the sidewalk.
3. A sudden fall by the skier would probably result in contusions ( ).
4. Enervating ( ) weather makes people want to engage in energetic sports.
5. Contumacy ( ) will often result in safety violations.
6. The skier is flagrantly ( ) violating safety rules.
7. Showing off can become a pernicious ( ) habit.
8. A perspicacious ( ) person would not participate in the poster scene.
9. A skier injured because of violating safety rules would probably recant ( ) his belief that, "Safety is for sissies."
10. A recalcitrant ( ) student would probably abide by safety rules.

Answers: Got the Word! 1-T; 2-T; 3-F; 4-F; 5-T; 6-T; 7-T; 8-T; 9-T; 10-F.

## Know What to Do

Although careful planning will eliminate most emergency conditions, do you know what to do if you find yourself facing an emergency? Test your knowledge of winter safety by completing the following sentences.

1. You are driving along an icy road. As you start to turn to the left, your back wheels begin to skid toward the right side (see illustration). You should turn your steering wheel to the \_\_\_\_\_ in order to come out of the skid.



2. You and your two pals are resting after ice skating. Suddenly you hear cries for help. A skater has fallen through the ice about 15 feet from shore. You \_\_\_\_\_



3. You are driving along a snow packed road. You notice people looking at the back of your car. You glance back and see that a child on a sled is hitching a ride. You \_\_\_\_\_

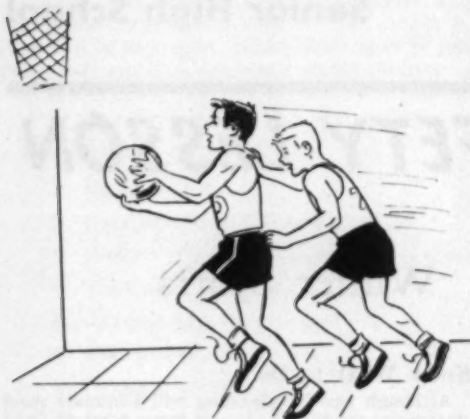


Answers: Know What to Do? 1. Right; 2. Form a human ladder by lying face down on the ice—inch forward slowly. The "anchor" man should have a firm grip on something on shore in order to pull the "ladder" in. Or, use a long tree branch; 3. Slow down gradually until you can come to a full stop and then get rid of the hitchhiker.

## Find the Errors—Act Now!

Directions: There are at least three safety violations in the following pictures. 1. List the violations in the spaces provided. 2. Discuss the

injuries that you have seen occur recently in each type of situation pictured. 3. What action can your group take to make your school more safety conscious?



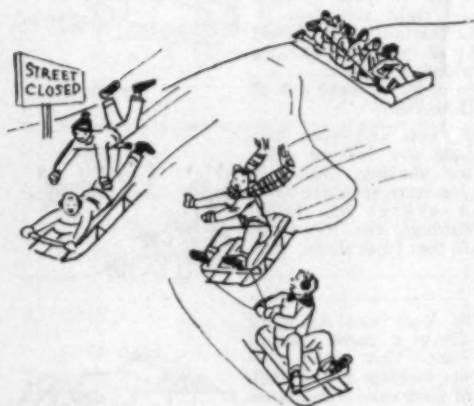
I

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



II

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



III

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



IV

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Answers: *Find the Errors:* I. No pads on wall; don't play "dirty"; no knee guards; shoe laces loose. II. Muzzle of gun in snow; don't carry knife when walking on slippery surface; second boy's gun pointing at first boy; walk side by side when going down slippery slope, so that if one falls he won't hurt the other. III. Don't jump on an occupied sled—horseplay is dangerous; don't pull other sleds off course; don't overload a toboggan. IV. Don't scare beginners by push-

ing them—it's not funny; don't play hockey on a pond being used for just skating; stay away from thin ice.

### Look at the REAL Scene

Be sure when you go to participate in some activity, you look carefully at the real scene before you participate. See what dangers are present. If they can't be eliminated, stay away from them.

# Views REVIEWS

## New Study on Health, Safety Attitudes

*A Health and Safety Attitude Scale for the 7th Grade, by Cyrus Mayshark, D. Hs.*

Doctoral dissertation, Indiana University, Bloomington, 1954. [Summary form in *Research Quarterly* of the American Association for Health, Physical Education and Recreation, March, 1956.]

Dr. Mayshark's study deserves the careful attention of persons interested in the field of safety education. Although safety has only a minor part in the study, the techniques developed are applicable to further research in safety, and the study is noteworthy because it provides basic data in the field of measurement of attitudinal change.

Dr. Mayshark is consistent throughout in defining attitude in the terms of Read Bain, professor of sociology, Miami University, Oxford, Ohio, as "the relatively stable, overt behavior of an individual which affects his status."

This behavioral definition is one with which practicing specialists in safety education should certainly agree, since the essence of all such education seems to be a vigorous growth in individual safety practices which contribute to safe living for both the individual and his peers.

To begin his study, Dr. Mayshark reviews the literature in the field of health and safety by using examples of textual materials which bear upon the development of attitude changes rather than of purely informational objectives. He then chooses items in the final attitude scale form which are related to subject matter areas selected from the work of R. A. Foster, former supervisor of health education, Arlington County, Virginia, who has made a study of health education texts and the objectives upon which they were based.

Attitudes in each subject area were measured by items in Mayshark's scale which were carefully selected to measure degrees, in five steps, from a "good" to a "bad" attitude. A "bad" attitude was defined as one promoting action not conducive to individual or group welfare. Weights were assigned to each of the responses by a group of judges selected from graduate students in health education at Indiana University. The resultant health and safety rating scale was prepared in two forms, both statistically reliable, either of which would appear to be an ideal instrument for use as a pre-test and

final evaluation of student attitudes in any classroom where health and safety are studied.

There are 60 carefully equated items on each of the two scales. Dr. Mayshark administered Form A personally to 320 boys and girls and Form B to 317. These boys and girls were largely taken from rural or small urban homes. To check his findings on a population of boys and girls from a highly industrialized urban community, Dr. Mayshark also administered the scale to 60 boys and girls from Gary, Indiana. No significant differences which would indicate that the scale is not applicable to any junior high classes in the U. S. were found.

We hope that much further work will indeed be done in this general field, but we especially want to call attention to the fact that safety attitudes in the Mayshark scale are measured only by nine of 60 items. This field is large enough to merit considerable investigation in itself.

—Charles French  
Staff Representative  
School and College Division

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## **safety in the north country . . .**

One of the first subscriptions that came in to the National Safety Council for the new *College and University Safety Newsletter* came many thousands of miles—from the University of Alaska in College, Alaska.

The northerners wanted information about campus safety and safety education in institutions of higher learning for use in the publication of the Associated Students of the University of Alaska, Inc., the *Polar Star*.

## **teens back driver education . . .**

Ninety-five out of 100 teen-agers interviewed recently in an Esso Standard Oil Company survey favored more highway safety reminders and safety education for younger drivers.

Nearly two-thirds considered such efforts more important for teen-age drivers than for adults. The reasons given most often were that teen-agers "need more training" and are "not as experienced" as older drivers.

Some said frankly, "Young drivers are more careless."

A total of 250 interviews were conducted in two cities—Charlotte, North Carolina, and Allentown, Pennsylvania. The survey sought to learn teen-age attitudes on various subjects dealing with the promotion of traffic safety.

## **teacher film guides published . . .**

A well-balanced "Teacher Film Guide" for use of driver education teachers whether they are teaching high school students, adults, commercial drivers or other courses for the improvement of the driver, is now available from the Institute of Public Safety, Pennsylvania State University. The guides were developed by high school teachers enrolled in safety education courses at four different colleges, under the supervision of Amos E. Neyhart, administrative head at the Institute of Public Safety.

Each guide is tailor-made for the busy teacher, as it not only outlines the name and length of the film but also states the purpose of the film, the type of audience to whom it should be geared, and provides discussion and true-false questions. The number of films covered is somewhat limited, but the quality of those selected is very good.

The guides will provide a great deal of assistance to driver education teachers and can be ordered from the Institute of Public Safety, Pennsylvania State University, University Park, Pennsylvania. Price is 35 cents.

# BULL

## **football deaths show rise . . .**

Football fatalities in the United States, up to November 1, were below a 25-year average, although they showed a rise over last year, Dr. Floyd Eastwood, chairman of the Football Fatalities Committee for the American Football Coaches Association, reported recently.

Dr. Eastwood, associate dean of students at Los Angeles State College, has compiled a record of football injuries and fatalities for 25 years as chairman of the special coaches' investigative group.

A total of 10 deaths had been reported up to November 1, Dr. Eastwood reported. This is one below the average of 11 deaths for the first nine weeks of the football season, an average which has stood for 25 years.

But the figure shows a rise of five deaths over last year, when only five deaths were reported for this nine-week period.

A majority of the deaths were caused by injuries to the head and neck of players, indicating that additional stress must be placed on continuing research on the manufacture of head gear.

"A comprehensive, detailed program of research on proper types of football head gear has been going on since 1946, and although considerable progress has been made, we must continue further studies in an effort to come up with even more suitable head gear," Dr. Eastwood emphasized.

## **home safety inventory is due . . .**

Now is the time to submit your completed Program Summary Form for the 1956 Home Safety Inventory. If you've not attended to this matter yet, make it number one on your "must do" list. Schools frequently work a great deal in the area of home safety, and the National Safety Council would like to see what you are doing.

If you have failed to receive a program summary report form, contact your local or state home safety inventory center, or request one from the Home Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. There's still time—but hurry!



# LETTERS SAFETY NOTES FROM ALL OVER

## school crossing recommendations . . .

A successful school crossing protection program must be based on coordinated efforts of child-parent, school and municipal authorities.

This was one of the conclusions reached at a discussion meeting, "Practical School Crossing Protection," held by the National Safety Council's Traffic and Transportation Conference at the National Safety Congress last October. Representatives included men from 19 municipalities, nine state organizations, Canada and Puerto Rico.

Other conclusions arrived at by the group were:

- ▶ that the safest route to school can serve as an excellent base for crossing protection needs, but care should be taken not to provide a "golden path" during school hours which could be dangerous at other times;
- ▶ that signal lights of standard school crossing design can be used to replace adult crossing guards and are an economy in the long run;
- ▶ that portable stop signs at school crossings are not desirable; and
- ▶ that the ideal solution is standard, three-phase signal lights coordinated with other signals, if necessary funds are available.

## personal traits, driver licensing to be studied . . .

A three-year research project to find out what personal traits lead to auto accidents and a study to develop better tests for driver licensing have been launched by New York University's Center for Safety Education.

The research has been made possible by a \$50,000 grant from the Shell Oil Company, Dr. Herbert J. Stack, director of the Center, said recently.

Tests to be developed include personality and attitude tests that can be used in driver licensing or in driver rehabilitation programs.

The new driver research project will be headed by Dr. Leon Brody, director of research and publications at the Center.

## Center for Safety Education explained

Those who are interested in learning more about the program of the Center for Safety Education, New York University, will enjoy reading a book recently published by the Center.

The booklet is entitled "The Center for Safety Education—Its Program and Services." It describes the safety training programs, academic degrees, assistantships, fellowships and scholarships, as well as specific courses and the opportunities one has when trained in safety education.

Those wishing a copy of this book may obtain one by writing Dr. Herbert J. Stack, director, Center for Safety Education, New York University, Washington Square, New York 3, New York.

## "PARKING IS NOW TAUGHT IN THE CLASSROOM"



A 16 mm sound film specifically designed to teach students the ABC's of parking correctly. It does this simply and easily, with the result that many students are able to park in their first attempt.

Some of the features portrayed in the film are: (1) a full classroom demonstration; (2) a complete street demonstration and (3) the proper use of a modern Portable Parking Board. Every driving instructor will appreciate a print of this easy-to-understand film for his school. Educators rate its teaching value highly.

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# New Products



## Safety Cushion School Mat

A new safety mat for installation under play apparatus in the school yard is known as the Mitchell Safety Cushion Mat. It is the result of long testing and experimentation and provides a resilient surface beneath play equipment to reduce the hazards of injury in case of falls. The honeycomb cushioning underneath gives the necessary resilience to protect children. It is firm enough to supply cushioning without being hard enough to cause injury. The interlocking feature makes it easy to lay the mat with an asphalt border.

Mitchell Rubber Products, Inc., 2114 San Fernando Road, Los Angeles 65, Calif. (Item 1)

## "Scotchlite" Retractable Belt

A new, reflective safety belt developed for use by safety patrols, children and pedestrians, offers protection from night traffic hazards. ReflectORIZED with "Scotch-lite," the belt is visible to night motorists hundreds of feet away. The belt will extend 44 inches from its pull-out container.

Conney Products Co., Fond du Lac, Wis. (Item 2)

## Institutional Disposals Have Safety Control

Improvement on the new line of Joseph Goder Disposalls include more efficient blast type burner equipment with integral electric timer, safety control and electric ignition. The improved refractory insulation which lines the disposalls conserves heat, thus saving on fuel. Minimum maintenance costs and long life are other advantages of the new models which offer maximum convenience in operation of the incinerator. Designed as complete units requiring only flue pipe or breaching connections and gas or electric supply connections when auxiliary fuel is used, the disposalls are sized so that they can be easily handled and will pass through standard doorways. When properly operated they function without smoke or fly ash and burn rubbish or refuse. The extra large intake door permits direct dumping of refuse from containers without extra handling. Any combustible or incombustible waste may be deposited without sorting or separating. The ash removal system permits emptying without extra effort.

Joseph Goder Incinerators, 4241 N. Honore St., Chicago 13, Ill. (Item 3)

## Stairmaster Safety Treads Have Red Lines

Double red lines at the safety tread edge of Stairmaster safety stair treads are designed as a visual safety device. This new development outlines the limits of the step, minimizing the possibility of stair accidents, especially for those with impaired vision or other handicaps. The new visibility line for safety is furnished without extra cost on extended aluminum Stairmaster safety treads. It comes in a standard line-inch width with anti-slip abrasive grit filler locked in V-shaped grooves. The safety treads are furnished with beveled ends in lengths as required and they are easily applied over any type of stair.

Wooster Products, Inc., Wooster, Ohio (Item 4)

## My Toothbrushing Book

A free four-page booklet written especially for children from kindergarten to the third grade, contains among other things an action song, a delightful story and a daily check sheet for keeping track of toothbrushings.

Educational Service Dept., QA, Bristol-Myers Products Div., 45 Rockefeller Plaza, New York 20, N. Y. (Item 5)

## Training Kit Uses Real Signals

A traffic safety training kit for schools contains a remote-control electric traffic signal with red, amber and green lights, blinking red and amber lights and a turn arrow. Four copies of the "Signs of Life" in fluorescent colors and a model railroad crossing gate are included in the kit, plus a testing course for bicyclists, tricyclists and skaters.

JWK Industries, Douglasville, Pa. (Item 6)



## High Powered Portable Loudspeaker

Sound-Craft Systems, manufacturers of portable loudspeakers, have announced the addition of two new models called Big-Voice that use a transformer-coupled amplifier powered with heavy duty batteries. The amplifier and batteries are enclosed in a rust and corrosion proof case. A molded bakelite, noise cancelling microphone is equipped with a lock down type talk switch for either intermittent or continuous duty. The models have an effective range up to 1/2 mile. They were developed to fill the requirements of safety patrols, firemen, for group instruction or others who require high volume sound output.

Sound-Craft Systems, 661 Rochester Road, Pittsburgh 2, Pa. (Item 7)



#### Fing-R-Gard

A newly developed steel entrance-door with a flexible vinyl plastic edge has been introduced by the Overly Manufacturing Co. Called the Fing-R-Gard edge, this new entrance-door safety device protects children's fingers from being smashed should they get caught in between the door and the door frame when the door is closed. The new entrance-door edge, besides protecting unwary fingers, is completely weatherproof and seals out cold or heat and moisture.

Overly Manufacturing Co., Greensburg, Pa. (Item 8)

#### Paper Cutter

Zeus Rolcut Paper Cutter combines safety and accuracy in cutting anything from tissue paper to illustration board without effort. It features a self-sharpening wheel blade, made of surgical steel, which rotates as it travels on an I-beam track. The wheel blade is enclosed to prevent cutting or pinching fingers.

The Crusader Co., P. O. Box 368, Woodland Hills, Calif. (Item 9)

#### Hand Safety In The Kitchen

A new two-color four-page leaflet on care of the hands called "Hand Safety in the Kitchen" is available free of charge. This illustrated leaflet cites many sensible ways to protect hands from accidents while performing everyday kitchen tasks. It will be valuable to use with students involved with laboratory work: science, art and home economics, etc.

Bristol-Myers Products Div., 45 Rockefeller Plaza, New York 20, N. Y. (Item 10)

#### "Scotch"-Brand Pressure-Sensitive Tape

A new fold-out manual, illustrating how-to-do it applications of "Scotch"-brand pressure-sensitive tape, shows eight ways sports equipment—such as golf clubs, oar grips, shafts and paddles, beachballs and carrybags—can be protected, repaired and reinforced with a careful wrap of tape. It also contains patterns and dimensions for six indoor sports courts which can be marked out on gymnasium or armory floors with plastic tape.

Minnesota Mining & Mfg. Co., 900 Fauquier St., St. Paul 6, Minn. (Item 11)



#### New Shelving Doors

The manufacturer announced production of a complete line of double swinging doors for use with their Iron Grip and Standard Line Steel shelving units. The doors will safeguard valuable stock . . . keep it free from dirt and dust and away from light. Each door is equipped with a three point locking device and sturdy built-in lock. Doors are heavily reinforced on inside to prevent warping and each pair is hung in its own rigid frame to prevent sagging. The new swinging doors can be used with any style of Equipto unit, and are made in sizes for the regular 84" high shelving units, counter units, and ledge units.

Equipto Div., Aurora Equipment Co., Aurora, Ill. (Item 12)

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September, 1956 issue—

"Every safety educator will find this book a genuine pleasure. Student teachers will receive much value from the discussion on the school safety program. The meaningful vocabulary and excellent presentation of school, home, and community safety make it an ideal text for college level. It is a complete and comprehensive study. The professional and educational approach to the safety problem is good.

With its simplicity of style, wealth of up-to-date information, accuracy of details, handy size, this book merits an extremely high rating."

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Safety Education for January, 1957 • 40

## P.T.A. magazine celebrates 50 years . . .

In 1906, one in every 100 infants died on the day he was born; about 700,000 boys and girls were registered in high schools throughout the nation. Some two million children from 10 to 15 years old put in a man-sized day's work, most of them in agriculture, the rest in coal mines, building and hand trades, saw and planing mills, cotton mills, cigar and tobacco factories, wholesale and retail trade, domestic and personal service. A day's work usually meant ten to twelve hours, on the average, and a work week lasted six days.

It was in those hard working days of 1906 that the *National Congress of Mothers Magazine*, forerunner of the *National Parent-Teacher: The P.T.A. Magazine* began publication, with the announced purpose of educating parents to better child care. A statement it carried on its masthead: "Only educated parent-hood can safeguard the youth of the nation."

The *National Congress of Mothers Magazine* didn't become the *National Parent-Teacher* until 1934, but it worked all those years to bring new information to parents about child development, education, parental and teacher relations and such subjects of imminent interest.

In November, 1956, the *National Parent-Teacher* brought out its golden anniversary issue, commemorating 50 years in the publication field. *SAFETY EDUCATION* wishes to commend it, the staff and the editor of *National Parent-Teacher*, Eva H. Grant, on this important occasion and to wish them many, many more years as a leading voice in the parent-teacher education field.

## Fort Wayne gets Drivotrainers . . .

Fifteen Aetna Drivotrainers have been purchased by the Fort Wayne, Indiana, school board for use on a trial basis in Fort Wayne's Central High School. The units, costing \$20,000, will enable an estimated potential 500 students per year to take the driver education course, whereas only 84 were able to do it at Central High School previously.

Because evening classes are also taught at the school, the Drivotrainer will probably be used with adults, too. If the new plan is successful, the Fort Wayne school board will probably put Drivotrainers in other high schools.

## dates set for campus safety meet . . .

It isn't too early to get your reservations in for the Fourth National Campus Safety Conference, to be held at Purdue University May 6-8. For information, reservations write Clayton DeMent, Safety Engineer, Purdue University, Lafayette, Indiana.



## Our business is Your Children's Safety

Safety and Graubards' have always been synonymous. We here at Graubards' consider it our personal responsibility to see that the public, specifically the children in our schools, are protected by the use of the right kind of protective equipment. We carry a complete line of safety patrol items. Pictured here are just a few of these many articles. Let us help you enforce traffic rules in your home town and school!

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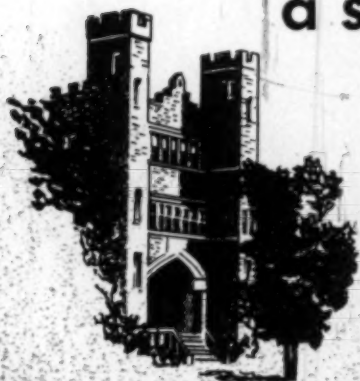


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The Service provides subscriptions to 5 different informative, idea-starting publications covering a range of activities . . . **SAFETY EDUCATION** and the **HIGHER EDUCATION NEWSLETTER**, **NATIONAL SAFETY NEWS**, **FARM SAFETY REVIEW** and **HOME SAFETY REVIEW**. It provides the most complete source of accident statistics available . . . the 96 page **ACCIDENT FACTS**. It gives you a view of what other leaders in safety education are doing, through the printed Transactions of the National Campus Safety Conference, and the School and College Sessions of the National Safety Congress. It provides posters, for each month of the year, service guides, National Safety Calendar, frequent technical releases, monographs and materials as published. And, subscribers to the Service may acquire other National Safety Council materials at prices regularly available only to members.

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